

# SCHOOL LIFE

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## Legitimate Field of University is to Inculcate the Habit of Learning

*Reflections on Conditions and Results of Education. Only Limited Success is Possible Without Some Education. Problems of Our Time are Domestic and Social. Privileges of University End on Commencement Day; After that the Individual Must Strive for Himself. Universities Sending out Those Who Will Inspire Next Generation*

By HUBERT WORK  
Secretary of the Interior

EVERYONE past middle life has developed a philosophy of life for himself, out of which comes unconsciously, perhaps, the desire to advise youth, and though often irksome to the young, it is less a desire to instruct than to warn them that prompts it. Life is a series of mistakes and much of it is occupied with our efforts to correct them, so that those who have traveled life's road would fain advise those beginning the journey how to avoid many of the soul-consuming errors. While example is most potent, precept has its value, for we all learn from studying others, rather than from attempting to see ourselves. In these days of hurry few learn how to be alone, a privilege fortunately enjoyed by agricultural people, from whom in the past have come the great men of this Nation.

### *To Impress the Habit of Learning*

The legitimate field of a university, it seems to me, is to impress upon the student the habit of learning, instead of merely teaching him; to train him for leadership, lest he be educated beyond his intellect and left a helpless misfit in the world. Schools have always been desirable as foundations, even in more primitive times, but now they have become essentials to our scheme of civilization.

Only limited success is possible in this generation without some education, although we have hardly an adequate definition of it, nor can we understand its psychological processes.

Not long ago education was looked upon as an insurance against the vicissitudes of life. Parents denied themselves

necessities and sisters abandoned cherished hopes that a son or a brother might go to college. Now, university presidents consult to discover reasons for the failure of many of the educated, either because of limited mentality, superficial schooling, lack of moral stamina, or because they never learned the lessons of obedience, and thoughtful men are weighing this problem.

### *Not a Refuge for the Indolent*

It may be that admittance to our centers of learning should be more exacting. Certainly colleges should no longer be a possible refuge for the indolent or a temporary retreat for the defective. They should be known as advanced schools for the aristocracy of mind and morals to which intellect and the habit of industry should be prerequisites for admission. Applicants for matriculation far outnumber classroom capacity, but multiplying buildings will not improve college output nor contribute to quality production of educational institutions.

The privileges of learning should be raised to a high premium by processes of exclusion. The blind are easily educated, the deaf are readily taught, and even those without hands may learn to write but the intellectual development of the backward is always less hopeful than seems apparent. Ability to fit ourselves into proper environment and make adequate preparation for future emergencies might be construed as the true test of intelligence. There seems to be a saturation point for many, beyond which nothing more can be taken up. Like the normal solution of the laboratory, or the battery which requires energizing by action, the mind can not be actively and constantly improved unless essentials to it are renewed and nurtured.

Most parents expect colleges to make men of their sons regardless of the material offered. I have the greatest admiration and sympathy for teachers. Much taught me was soon forgotten, but the influence of trained teachers has directed my life. Their station between an undisciplined boy and his sympathizing parents, or a timid principal and school trustees who may neither understand nor support them, is most trying. Teachers in colleges have to treat with the attitude of mind that is brought to them in adjusting the mental processes of adolescence, already bearing the impress of the home and high school.

### *We Are Impressed Always by Character*

College neither makes nor mars boys. It only speeds them on the way they have already started. The home and high school are the way stations on the journey where their route is determined. The events of life are turned at any age by personal contact. Our associates, singly or in mass, influence our direction, for we are impressed always by character, while the spoken word may fall on deaf ears.

Clearly, "the proper study of mankind is man." The philosophy of living is contained in that observation. Mankind is the appraiser of man's quality. His success is measured by the standards set up by his associates, and, logically, there must be a common measure of values. Each of you will succeed in making a place for yourself among your fellows in this great university. Progress is fairly uniform in youth. The home life and the school each contribute to it, but the world, less sympathetic, often will be moving in a direction not of your own choosing, and offering resistance, only giving that which you can take from it.

Address delivered at the University of Kansas, October 29, 1926.

It is not so much ambition to win as it is the fear of defeat and humiliation that drives men to continuing efforts. We call it pride. First-honor students of the roll call to-day may not be at your class reunion 20 or 30 years from now, but the boy "working his way" here, conserving time as a miser counts gold, may then be your class pride.

#### *National Weakness Bred in the Home*

The problems of our time are not educational or economic, nor yet racial, although ours is a country of mixed descent. They are domestic and social. Our national weakness is bred in the home; its first fruits are seen in the divorce columns, and its ripened products in the prisons.

The well-ordered family must have paternal government. But neither paternalism nor socialism should be taught as rules of practical life to those who must buffet the world as at present organized. They may not be safely insinuated into the daily practices of the individual, nor into the National Government, where authority is finally centralized, but from which responsibility should be decentralized, for no one, nor any group, nor Federal supervision, can properly advise a man on his own personal affairs or methods of business, or direct his daily life. He must do that for himself. He alone can know all the essentials of his problems, their connecting influences, his capacity to cope with them, and associate and harmonize himself with their shifting phases.

The privileges of the university and its wealth of learning, which are distributed equally, end on commencement day. After that the individual must strive and achieve for himself, otherwise be counted among the failures. It is the individualism of Americans that has made ours the greatest nation on earth.

#### *Young People are not Light Headed*

A good mother and exacting daily duties in youth have laid the foundations for most men now directing the world's work. I do not believe with many that the young people of to-day are light-headed and a growing menace to our established institutions. There is more freedom and social contact than formerly, but it does not invite license that prostitutes the normal minded. The Scout movement is not artificial, but is responsive to the boy's desire to act the part of a man and to the maternal instincts in good girls to help others.

The many idle young seen in public places is not indicative that there are not greater numbers home trained and thoughtfully employed. The alert intelligence of American mothers has never been so high as now and their influence may

be depended upon to obtain in the last analysis. There is less obedience exacted of children through fear of parents and more given from motives born of their companionship, than formerly. It is obedience to parental policies and principles that children observe now, rather than to the might of their authority.

Universities are sending out those who will inspire the next generation for better or for worse. Great newspapers are struggling with present-day problems, trying to educate and stabilize the public mind and elevate the citizenry through proper publicity of that which is evil and that which is good. Public sentiment can not correct a wrong until it knows of its existence, and a recital of that which is wholesome has suggestive value.

#### *First Learned is Remembered Longest*

I wish that you might be impressed with the fact that what is first learned is remembered longest and that learned last is first forgotten. We can turn over a new leaf but we can not erase that already written. When you come to review the diary of your life there will be blots, erasures, and interlined leaves. Much will be illegible as you scan its pages with dimmed vision. Perhaps only that written early can then be read, and from those pages the reveries of old age must come. Imagination will have failed; retrospection travels backward only, and memory may be the last friend left to recall the incidents of your youth. Happiness must then come from the pictures hanging in the gallery of your memories, and I hope when they pass before you, as one views on the screen the art of dead masters, that your faces will not wear the look of regret so often seen in the aged, but, instead will express joys from remembered associates and be brightened by the glow of anticipated reunions, as of one standing in the twilight between worlds, girded for the great adventure.

#### *Public Service the Highest Calling*

Many of you will be called directly or indirectly to public service. It is the highest calling, and fortunately offers many avenues for expression. The greatest rewards come to those so engaged, to the most self-forgetting.

Men who are attracted to public life by the size of the job rather than by the name of it are the most valuable servants, and there are thousands of them in Government work. The reputations of many are built on the service of those in lower organization ranks, and by the same token, the self-seeker has ruined the reputation of his chief. It is the distinction between self-service and service for others that determines our position in society. We get back from the world an equivalent for what we give to it.

A revolution has been staged in the United States in the past 10 years and passed without being named. It was not a revolution by force of arms or loss of life, but a peaceful rise in the evolution of economics by which everyone seems to have prospered, although we may have mortgaged our real property in municipalities, counties, and States for the next generation to pay; even leaving the day of final adjustments out of the reckoning. We are in the most prosperous period of our history. Our wages have been doubled, employment hours shortened, and labor's productivity multiplied by machinery. It is the most delightful period in our history for young people to face the world, but a time is approaching that will demand men for public service with balanced, constructive minds and far-flung vision to guide a reaction that is always a backwash of intense action. You young men will be called to face these new conditions; old men rarely are flexible in adjustments to new conditions.

#### *Spirit of Service Brings Joy of Living*

Financial gain is a material reward for service measured in money, but it is the spirit of service that brings the joy of living, and, too, comes to lead us away from the open grave of ideals we must sometimes surrender. The spirit of service is an attainable, individual perquisite of daily toil, and the one certain source of happiness is pride of occupation. It invites and fosters affection, essential to the spirit of man, but which speedily wanes without it. Pride in achievement is antagonistic to the leisure that breeds mediocrity. It is its own reward and one that can be shared with friends and still be enjoyed undiminished.

#### *Education is an Intangible Possession*

Some seek an education for the love of it, but its prosaic purpose for most of us is that we may live the more comfortably. Education is an intangible possession; property exempt from levy or confiscation. It does not depreciate but grows with use. Business has come to mean applied education. Education, as scholarly men teach it, is at best elementary; intended to draw out and develop latent and to strengthen weak faculties of the mind. After all, it is the theories for obtaining knowledge that are taught in colleges. They lay the foundation; you must build your own structures with understanding. Graduation day is in truth commencement day. The world wants the products of education, and colleges and universities are becoming workshops of learning, using science as their tools, because exact practical scientific knowledge is now compelled by competition.

As I go about, I notice that teachers of the arts are more and more becoming teachers of practice, in a way preparing students for the art of living and the business of their environment, and practical scientists are at a premium to-day.

A boy or a man even, is nothing more than a possibility. It is his reaction to opportunity that fixes his place in school or in the world. It is the vision to see and the courage to do that distinguishes men in public life. It is service the world wants and preferment goes to those best able to give it.

#### *The Nation is Ruled by Sentiment*

Personal contact in school gives, and it takes away. Nothing guards boy or man like seeing himself mirrored in the faces of others, or stimulates him like the presence of a friend. Then he learns that the school or the world gives back all he gives out, with interest compounded, but the joy of living comes from the heart and not from the head; while the family, the community, and the Nation alike, are ruled by sentiment.

Without contact with others, a ruinous, ingrowing personality takes possession and introspection breaks a man for want of supporting cooperative sympathy from without, leaving him in his old age to the mercy of himself.

Frivolous contact robs us of time; the vicious depreciate our morals; while the thoughtless inevitably contribute loss to associates. Everyone who has succeeded in the world learned first the value of five minutes.

Forty-five years ago I heard Henry Ward Beecher lecture on "The new profession." With a vision that has kept his memory a living presence, he portrayed the future of the teaching profession as it is to-day.

#### *Most Treasured Memory is Character of Teachers*

It is a wellspring of human happiness with rewards beyond estimate, which will return to the teacher in endless procession during his lifetime. It is not these palatial buildings you will remember longest, nor the social features of school you are now enjoying, nor yet the text learned. You will remember longest and treasure most the character of your teachers. I can not clearly recall the country school-house or the church that stood near it, but I can still see the sweet-faced earnest women who were my early teachers. Much of that taught to me in the university has faded beyond recall, but the strong men of the faculty have walked with me for a generation.

The spirit of service, of fraternity, and of friendship are the three graces of personality. Instantly we react to a courtesy. It welds the bonds of friendship, and to be remembered is our keenest

pleasure. Lacking the spirit of fraternity, friendship is not invited, and nothing is formed to bind that intangible presence we call memory.

Kindness prompts the fraternizing of man. It is the foundation of our civilization, and service is its handmaid. If you establish a good character here, this university will have served your purpose. Character is the sum of many attributes and is classified by dominant traits that are in harmony—the sway of grouped trends of mind. Whether we lend ourselves to those traits which should govern us, or to those which should be controlled, decides our place in society. Character is the truth of a man. Personality is its unconscious display and introduces us to the world in which we hope to fill a place. It can not be imitated, for it is the surface play of the human heart.

When you are called to positions of public trust, you will be impressed with the realization that "Men in great places are thrice servants: Servants of the sovereign or State; servants of fame; and servants of business. So as they have no freedom; neither in their persons; nor in their actions; nor in their time. It is a strange desire, to seek power, and to lose liberty; or to seek power over others, and to lose power over a man's self. The rising unto place is laborious; and by pains men come to greater pains; and it is sometimes base; and by indignities men come to dignities."



### Luther Burbank Honored in Arbor Day

Arbor Day is observed in California on March 7, the birthday of Luther Burbank. Before his death last March Mr. Burbank requested Stanford University to take over his experimental farm in Sonoma County and to make provision for the continuation of his work. This suggestion has since been renewed by Mrs. Burbank. A committee, with Paul Shoup, vice president of the Southern Pacific Co., as chairman, has been formed, with the ultimate purpose of establishing at Stanford University a foundation to provide funds for the continuance of the notable work of Mr. Burbank in plant breeding.—Robert E. Swain. *Extract from a letter to the Commissioner of Education.*



Forty men and women taught to read and write is reported as result of the first five months' activity in Peru of the League Against Illiteracy, organized last year. Registration of 252 people for instruction in fundamentals of the language is reported in Lima, and of 62 in Callao.

### Commissioner of Education Issues Annual Report

A total of 27,398,170 pupils were enrolled in schools of every variety in the United States during the past year, and instruction was given by approximately 1,000,000 teachers, according to the annual report of the Commissioner of Education recently submitted to the Secretary of the Interior.

Citing further statistics regarding public education, the report shows the annual outlay for schools, both public and private, reached a grand total of \$2,386,889,132, and the total value of school property was reported at \$6,462,531,367. Concerning school buildings, it is shown that there are 263,280 public elementary and high-school buildings in the United States, of which number 157,034 are one-room schools. There are approximately 22,500 public high schools, 2,500 private high schools, 89 teachers' colleges, 114 State normal schools, 29 city normal schools, about 67 private normal schools, 144 colleges and universities under public control, and 769 under private control.

The commissioner calls attention in his report to the need of enlarging activities of the Bureau of Education so as to make it more adequate for research and investigation. The most urgent demand in this connection is for increased service in fields relating to curriculum reorganization, school financing, building and construction, secondary education, and general research work. Greater expansion of the educational and medical functions of the bureau for the natives of Alaska is also recommended by the commissioner.

"The program of providing industrial education in Alaska should be extended," stated the commissioner in his report. "We have three industrial schools now in operation, but opportunities for vocational education should be given to all the native peoples of Alaska. This seems to be their greatest educational need. Medical assistance falls far short of what we are doing in an educational way. In many parts of Alaska no medical relief is available either for whites or natives. During the present summer a boat has been placed on the Yukon and its tributaries, with a doctor and two nurses, for the purpose of making a survey of the regions bordering on these rivers. As yet no sanitarium has been established in any point in Alaska for the treatment of tubercular patients. These patients should be segregated, and the establishment of one or two sanitariums for their treatment has been urged for a number of years. I can not too strongly urge the importance of doing something to check tuberculosis which is ravaging the native people of Alaska."



# Independent Estonia Promptly Established an Educational System

*Attention to Public Education Was Intermittent During 700 Years of Dependence. Instruction in Mother Tongue Now Permitted to Each Nationality. Education in Religion is Optional. Special Privileges for Certain Classes Abolished. Complete School System from Primary Grades Through University. Minister of Public Instruction Is Administrative Head*

By JURI ANNUSON

*Former Minister of Public Instruction for Estonia; Professor in Higher Technical School, Tallinn*

THE 700 YEARS which elapsed between the time that Estonia lost its independence, in the early part of the thirteenth century, and recovered it in 1918 may be divided into three periods. The first was that of the religious orders, paralleling the Danish period, and followed by Polish domination, up to the second half of the sixteenth century. During that time the convents, in whose centers the first schools were conducted, were the nurseries of culture. But the schools were rare and so few in number that they could not contribute much to the development of education among the Estonian people. The general level of culture was low.

The second or Swedish period includes the time from the middle of the sixteenth century to 1710, and in these years several serious attempts were made to establish public education of a good standard. About 1600 there was a school at Reval and another at Dorpat, in both of which instruction was given in the Estonian language. By order of Gustavus Adolphus some gymnasiums were opened in Dorpat in 1630 and Reval in 1631, and a university was founded at Dorpat in 1632. In these, just as in the primary schools, the Estonian children had the right to carry on their studies. Coincident with this success in education there was great progress in Estonian ecclesiastical literature.

## *First Normal School Founded in 1684*

At the instance of the Swedish Government the landtags of Livonia and Estonia, the former in 1687 and the latter in 1680, passed laws to establish public schools in each parish. The first normal school, the seminary for teachers near Dorpat, was founded in 1684. By the close of the Swedish régime a great part of the population of Estonia knew how to read and write. The noble class, fearing that they would lose some of their prestige and power, were greatly opposed to these innovations.

The third or Russian period began with 1710, a few years before Estonia

was formally ceded to Russia at the Peace of Nystad, and closed with the setting up of the provisional Government in 1918. Under the Russian domination of the eighteenth century the privileges of the proprietors were increased, the development of ecclesiastical literature was arrested, and almost all the schools were closed. It was not until the latter half of the nineteenth century that the schools were again developed with success.

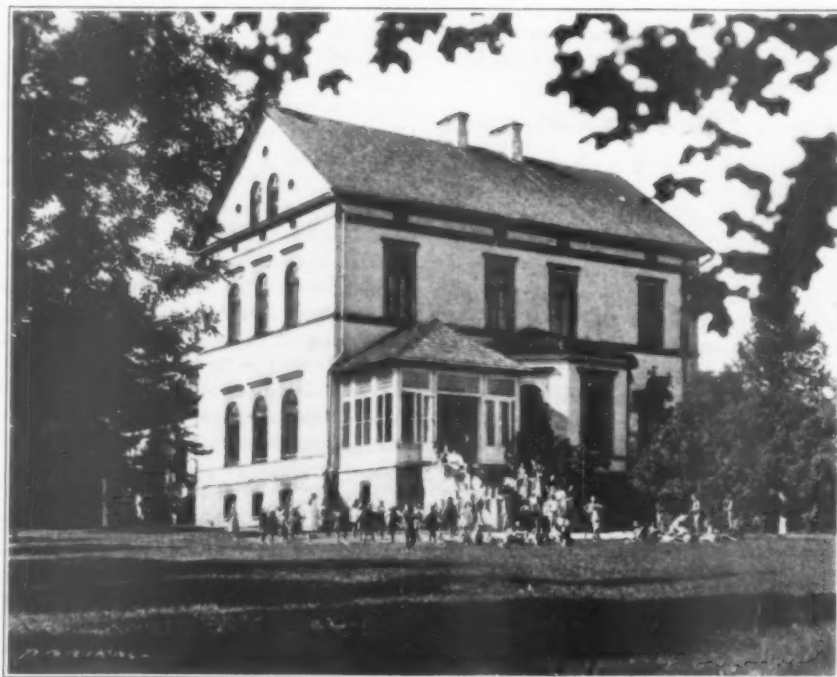
## *Percentage of Illiteracy is Small*

At this time the emancipated people, lacking tillable land, acquired it from the great proprietors and themselves set about reorganizing and improving the schools through the medium of the communal administrations and the parish councils. By 1880 the communal and parish schools, in which instruction was given in the mother tongue, formed a great network extending throughout the entire country. In the secondary schools and at the university the language of instruction was German. Forty per cent

of the people within the boundaries of Estonia, according to the census of 1881, knew how to read and write; by 1886 literacy had increased to about 96 to 98.4 per cent.

## *Estonian Language Neglected by Russians*

The Estonians then conceived the idea of founding a secondary school where instruction would be given in the mother tongue. They endeavored to carry out the scheme, but the Russianizing policy of Alexander III and Nicholas II put an end to the attempt. Under this policy all the schools were changed; instruction had to be given in the Russian language, and only a limited number of lessons could be allowed for the study of Estonian, or the mother tongue, as an elective subject. Progress in public instruction was at once sensibly retarded. It became traditional to teach reading and writing in the mother tongue in the homes, but the number of persons having that knowledge was reduced to 80 per cent.



A rural elementary school

Portions of "Public Instruction in Estonia," Foreign Education Leaflet No. 2, Bureau of Education.

After the revolution of 1905 it was permissible to establish private primary and secondary schools for instruction in the mother tongue, but these were deprived of the rights given to similar schools in which the language of instruction was Russian. Meanwhile the Russian administration tried to impede the work of the secondary schools, and even after the revolution of 1917 the temporary Russian Government refused to allow the public schools to be reorganized and education

language minorities exceeds that in the Estonian secondary schools—ample proof of what the Government is doing to comply with the desires of such minorities.

There is also protection for religious minorities. The school no longer "serves the church"—that is to say, education in religion is optional. An early law of the constituent assembly provided that religion should be excluded from the schools, but some time later a plebiscite made it obligatory for the school and nonobliga-

legal foundation and development. As primary instruction becomes compulsory, measures are taken to see that each child may have the opportunity to learn. The poorest are largely assisted by the State, the municipality, and social organizations.

The exterior framework of the school system having been arranged, attention was given to renewing the interior, the curricula of the schools.

The exclusively intellectual development of the child is to be replaced by general development. Some studies were introduced into the school for the first time; others that had formerly received but little attention were given more important places in the program because modern life makes them valuable. Gymnastics, singing, drawing, and manual training are no longer considered unimportant. They are allowed time and attention commensurate with their work in education. The natural sciences are stressed, a number of lessons being devoted to them each week.

#### *Try to Complete Subjects in a Year*

All school work, and especially primary education, is arranged to accord with the mental development of the child. A study of natural surroundings (lessons about things) is carried on in the three lower classes of the primary school. The purpose of this study is to continue in the school the active general growth that the child was making in the home. Many schools, in order that they may better attain that aim, have united all the studies of the primary classes in a kind of composite or general instruction (*Gesamtunterricht*). The secondary schools are trying to shorten more of the subjects to one school year instead of requiring that they be studied during several years, with a minimum of lessons, as was the custom in the old schools.



Chemical laboratory, Higher Technical School, Tallinn

to be given through "the medium of the mother tongue. That reorganization was to be carried out, on the order of the municipalities, at places which were formed during the revolution and on the initiative of the teachers themselves.

A final obstacle to public schools taught in the Estonian tongue was placed by the German power, which occupied Estonia for some months in 1918. Without awaiting the results of the World War, the German Empire, with feverish rapidity, endeavored to Germanize the nation, as though it were one that would be always under its tutelage. The fall of the Empire put an end to these attempts.

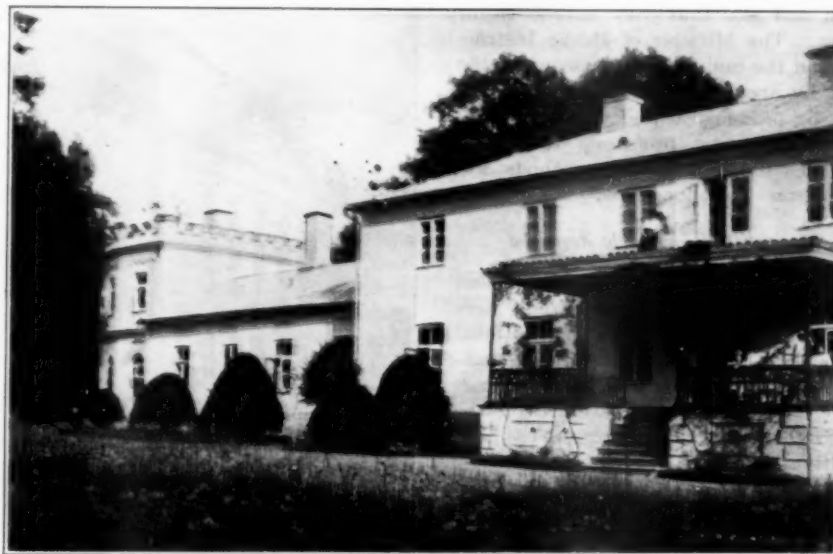
Near the end of 1918 Estonia began its own organization as an independent State. Not until then can one speak or write of the Estonian school in the true sense of the word.

#### *Every Child Taught in His Mother Tongue*

From the beginning of its activities in November, 1918, the temporary government of Estonia refused to consider any plans, no matter from what source they came, for denationalizing any of the peoples living in the new Republic. The principle of permitting the child to be taught in his mother tongue is observed in all the schools. The number of schools for each nationality is based on the proportion which that nationality is of the entire population. Indeed, the percentage of pupils in the secondary schools of the

tory for teachers and pupils. This applies to secondary as well as elementary schools.

Moreover, the special privileges for certain classes, which existed in the old Russian schools as a result of political or historical conditions, were abolished. The complicated Russian system made it difficult or even impossible for the children of poor parents to get an education. The professors and teachers of Estonia chose as their watchword "A unity school accessible to all classes in the nation." On that principle the Estonian school has its



Secondary school of agriculture at Polli

So far as methods of education are concerned the principle of acquiring knowledge by experience, or that of the work school, is the most popular and is the one most often treated in pedagogical literature and in the courses of the professors. The introduction of the new methods and of instruction through the medium of the

number of 1,496 enrolled 137,421 pupils; 55 professional schools were training 5,112 students, and 5,085 students were in attendance at the three institutions of higher learning.

The general direction of school affairs pertains to the Minister of Public Instruction. The schools which are under his

tion of all the other schools belong to the school administrations of the districts or the municipalities.

The Estonian Republic is divided into 11 districts, which in their turn are subdivided into communes. The public instruction in the districts is organized and directed by the district school boards, and the local direction is exercised by the school boards of the communes. In the largest cities the administration of the schools is under the immediate supervision of the Minister of Public Instruction; in the smaller cities and the communes it is under that of the district.

#### *Qualified Teachers Were Too Few*

Formerly the normal schools supplied teachers to the primary schools and the universities supplied professors to the secondary schools. In fact, the teachers and the qualified professors were much too few in number. Moreover, the new programs of the primary schools require greater knowledge than that which was given in the old normal school. For years a whole series of courses were arranged, and those who had attended and worked there were given the certificate of the grade of teacher. In order to complete the preparation of the teachers for the secondary schools, courses conforming to the requirements were set up at the University of Tartu.

The material position of teachers and of professors needs to be bettered, and the remuneration established by law made to correspond to the salaries of employees of the State occupying corresponding positions. The pay depends (1) on the amount of training; (2) on the type of the school; (3) on the normal number of lessons given by the instructor or professor in a school



In the School of Industry and Fine Arts, Tallinn

mother tongue was very difficult because there were no manuals or texts in the mother tongues, and the teachers had to make unusual effort to surmount the difficulties of such a situation. Thanks to their diligence, good results have already been attained. The work has been thorough. Abundant literature has appeared, and manuals in all branches have been issued. However, there is still much to be done, and teachers and professors must continue to work with the same enthusiasm and zeal that they have thus far shown. The Minister of Public Instruction and the municipalities encourage the work by arranging summer courses each year, by pedagogical weeks, and by sending teachers and professors to foreign countries to learn of new methods and new currents in education.

#### *Literacy Has Been Greatly Augmented*

By the census of 1922 only 5.7 per cent of persons over 15 years of age were unable to read and write; an additional 5.8 per cent knew only how to read, making a total of 11.7 per cent wholly or partially illiterate. In comparison with the year 1899 the per cent of literates has been greatly augmented.

A complete school system from the primary grades to and including the university is in operation. In 1924-25 schools of general instruction to the

immediate direction are those which are supported by the State—that is, the university, the superior technical school, the normal schools, with their primary schools, some secondary schools, the nautical schools, and schools for defective children. As an exception, the agricultural schools are under the Minister of Agriculture and the military schools under the Minister of War. The organization and the direc-



An elementary school at Tallinn



of a certain type and the number of lessons given in reality; and (4) the number of years that an instructor or professor has filled these duties.

If the Estonians have known how to develop an independent State in spite of the political oppression which they have endured for whole centuries, it is only because of their knowledge of themselves and the activity which the people have known how to manifest under the distressing conditions of recent decades. Due to the efforts of the press and of intellectual people, a great network of organizations was created, such as agricultural unions, unions of artisans, musical societies, temperance organizations, organizations for sports and theatricals, associations for the instruction of the people, chests for savings and loans, and cooperative enterprises.

The 1,161 societies in existence last year included 258 of instruction, 53 of education, 28 school organizations, 112 clubs and organizations for young people, 173 art associations, 38 scientific bodies, 236 libraries, 65 temperance societies, 159 agricultural organizations, and 39 clubs of various kinds.

The activities of these associations stimulated and aroused the ambitions of a people that had suffered under political oppression.

### Campaign Against Illiteracy in Porto Rico

The Commissioner of Education for Porto Rico, Mr. Juan B. Huyke, has begun a campaign to fight illiteracy among adults in the island. He issued a circular letter to all district superintendents in which instructions were given to organize in all their school districts societies for the purpose of opening night schools to teach adults to read and write.

His plan has been received with enthusiasm. Up to this time there is a society in almost every town, and many night schools have been opened. Social and political organizations have offered their hearty cooperation to assure the success of this campaign. To such an extent have the people responded to the suggestions of the department of education that Acting Gov. George C. Butte has written a letter of congratulation to all members of these clubs for their patriotic efforts in raising the standard of citizenship of the island. The Government is not spending a cent in this campaign.

It is expected that by 1930, when the next official census will take place, illiteracy in the island will have been reduced to about 30 per cent, which will be a decrease of 25 per cent in 10 years.

Porto Rico is doing a marvelous work in education.—Oscar E. Porrata.

### Expenditures of State Higher Institutions

Fifty-one per cent, \$79,011,421, of the total incomes of State universities and colleges in the United States, \$154,584,675, is expended for salaries and wages; 23 per cent, \$36,208,800 for materials and supplies; 14 per cent, \$21,733,841, for lands and buildings; and 4 per cent, \$6,277,863 for equipment. Allowance for scholarships accounts for about 2 per cent, \$2,697,906; and 6 per cent, \$8,654,844, goes into unclassified miscellaneous expenses, as shown by statistics compiled by Walter J. Greenleaf, assistant specialist in land-grant college statistics, published by the Interior Department, Bureau of Education in Higher Education Circular No. 32. Recent adoption by State universities and colleges of a standard budget system and more uniform methods of accounting have enabled the bureau for the first time to publish expenditures of State higher educational institutions.

Of all State universities and colleges, the largest amount for salaries, \$5,804,557, was expended by the University of California, the University of Michigan ranking next, with \$4,760,205, and the University of Minnesota third, with \$3,887,389. The largest expense for supplies, \$2,520,759, was incurred by the University of Michigan; the Universities of California and Wisconsin followed closely, each with expenditure of more than \$2,000,000. The University of Michigan led also in the amount of money put into permanent equipment, \$694,592. Four institutions expended more than a million dollars each during the year ending June 30, 1925, for buildings, lands, and land improvements. The exact figures are: Michigan, \$2,376,796; Illinois, \$1,900,457; Ohio State, \$1,665,136; and Louisiana, \$1,090,778.

### School Work Made a Community Occasion

Rural-school meets, district and county, are held annually in DeWitt County, Tex. They are combined community picnics and examination occasions, and have been instrumental in arousing public interest in education and in encouraging pupils to continue in school. Results are shown by the fact that since 1920 one-teacher schools in the county have been reduced from 30 to 13, and school terms have been lengthened in many places. Elementary graduates in the county increased from 32 in 1925 to 79 in 1926.

The project or problem method is followed in elementary grades. Outlines of work to be done are prepared by Superintendent H. B. Montgomery and fur-

nished to all teachers. There are 10 branches or subjects in the 7 grades, and pupils study a subject until it is mastered, the standard being seventh or grammar-school graduation mark.

The county is divided into five districts or communities, and toward the end of the school year meetings are held in each district under the supervision of the county board member of the district. Applicants for diplomas, or for credits on subjects in which they have not previously passed, are expected to attend the meet and submit to tests prepared by the superintendent, by whom the grading is done. This scholastic work occupies the morning, the afternoon being reserved for athletic contests or other school activities. Teachers are required to attend the meet in their district, and parents and friends are invited to be present. Certificates and diplomas are given out, and ribbons and trophies awarded those making the highest score in both scholastic and athletic events. These are re-awarded later, with impressive ceremonies, at the county meet attended by graduating students, trophy winners, teachers, parents, and friends of rural education.

### Living Accommodations for Czechoslovakian Students

University students at Prague and at Brno have many great hostels. Now two new hostels will enlarge the number of such student institutions. Masarykova kolej for students of all Czechoslovak schools of university rank will be partly opened on January 1, 1927. The new building will have three stories with suitable rooms for 800 students. At Brno a new building for a student home was commenced in a great garden below Mount Spilberk. In the new building student organizations are to be housed. American Home, at Brno, is a house for quartering and boarding trade apprentices and students of poor rural parents of Moravia. The American Home was opened on October 28, 1926. It was built with the help of a donation of Mr. Severa, a Czechoslovak who is settled in America and who gave the home \$50,000. Other support was given by educational and community authorities of the city of Brno.—Emanuel V. Lippert.

Two afternoon symphony concerts are planned for school children of Milwaukee, Wis., sponsored by the board of school directors. The concerts will be given by the Chicago Symphony Orchestra. Tickets will be apportioned to the schools on the basis of enrollment, and will be sold at 40 cents each. In addition, a "music festival" will be held in the spring of 1927.

## Effective Thrift Work by Parent-Teacher Associations

By MILDRED RUMBOLD WILKINSON

Assistant Manager of Bureau, Furnace Brook Farm, Peekskill, N. Y.

"THE CHILD who has been taught thrift in the home knows that thrift is not meanness but management." With this thought in mind, Mrs. Ella Caruthers Porter, of Dallas, Tex., national thrift chairman for the National Congress of Parents and Teachers, plans her thrift work for the year, recommending to her State thrift chairmen the stressing of home thrift, as well as thrift education in the schools. In her helpful leaflet on "Thrift Work for Parent-Teacher Associations," published by the National Congress, she urges all associations to enroll in the "family budget movement," since she considers thrift as necessary for the adult as for the child. This family budget does not begin or stop with the income of the family, but teaches thrift in the business of the home. Household appliances to conserve the physical strength and time of the housewife are absolutely necessary, since every ounce of strength and every minute of time saved allows just so much more for real home-making and training.

Nearly all the State branches of the congress have thrift chairmen, and to all Mrs. Porter sends suggestive thrift programs and all the help which she can obtain from every available source. The national thrift committee of the Young Men's Christian Association, working in cooperation with Mrs. Porter, furnishes much helpful material for both school and home use. Through the courtesy of Mr. Hobbs, of Chicago, her thrift chairmen have received "The Secret of Wealth" and the "Thrift Almanac" from Thrift Incorporated.

### *Should Aid Thrift Work in Schools*

Aiding the thrift work of the schools Mrs. Porter considers a part of the parent-teacher thrift work, as does Mr. Orrin E. Lester, former director of the savings division of the United States Treasury, who makes the statement that students pass through our educational system and out into the world practically without instruction or direction as to how to start life on a sound economic basis. Mr. Lester further declares that our educational system can not evade the responsibility for giving the young people of this country an intelligent understanding of how to manage their personal affairs in an orderly way.

The Bankers' Association, the American Thrift Association, the national thrift

committee of the Young Men's Christian Association, of which organization the president of the National Congress, Mrs. A. H. Reeve, of Philadelphia, is a member, have all been instrumental in placing thrift in the schools through a banking system; and the local parent-teacher associations are helping in this work.

Parent-teacher bulletins all over the country publish thrift programs for both school and home, and the Child Welfare Magazine, the official organ of the National Congress, carries regular program outlines for general thrift work. In the April, 1926, issue of this magazine, E. A. Kirkpatrick, author and director of the child study department, State Normal School, Fitchburg, Mass., discusses children's allowances. He says for a child to appreciate the truth that desirable things must be gained by effort, he must have the opportunity to earn money to buy something he desires or needs, and since these opportunities for earning money are fewer than formerly, a good way for him to gain some idea of the value of money is to give him a limited allowance, large enough to be more than he needs to buy some definite necessity, the remainder to be spent as he wishes.

### *Labor-Saving Machines Tend to Thrift*

The thrift chairmen furnish Mrs. Porter with the reports of all thrift activities in their States during the year. In the rural districts it has long been considered thrifty for farmers to buy machines that would save man power and expedite work. Through thrift talks in the local parent-teacher associations they are recognizing that it is also thrifty to provide labor-saving devices in the homes, since all things that tend to save the strength and time of the housewives are economical. The United States Government employed a specialist, Miss Florence Ward, who is also manager of the rural bureau of the National Congress, to make a survey of rural districts to learn what percentage of the inhabitants used thrift in the farmhouse. On many farms the water supply is from 20 to 100 feet from the house, and in many cases the women have to carry most of the water used. Through thrift demonstrations these conditions are gradually being changed.

Mrs. Ivan R. De Armand, chairman of the home service department of the Cincinnati Federation of Mothers Clubs, conducts a home service department in the monthly bulletin of the federation. She

presents articles on "thrift in the home" in very simple and interesting stories showing how the budget system is used to advantage. She furnishes economical recipes, tells how thrift can be practiced in clothing, especially that of the growing child, shows the housewife how she can save effort and time in her work, thereby conserving her health for her family. In all this she leads up to articles on "own your own home," and it is all so sensibly shown that it wins grateful followers.

### *Hub of a Wheel of Thrift*

The thrift department of the Seattle Council of Parent-Teacher Associations considers itself as the hub of the wheel of thrift, the spokes being the different phases of thrift work gradually extending through all the districts of Seattle. The aim for the past year has been the emphasis of the following spokes: Household budget, budgeting time, the school savings bank, thrift in citizenship, and the conservation of health, talents, materials, and energy. The formal opening of National Thrift Week was a luncheon attended by 200 representatives of business men, and of civic, religious, and educational organizations interested in the upbuilding of a better Seattle.

The St. Paul (Minn.) Council cooperates with the high-school pupils. The children using the school savings bank and budget system to supply their school needs and graduating expenses without "calling on Dad." This council organized and promoted "cooking classes for mothers," and has a very active shoe and clothing committee, which receives and distributes old and new garments and shoes to such children as need them. In one winter month 413 new articles and 283 old ones were furnished to 327 children.

### *Clothing Classes in 10 Schools*

The Home Making Committee of Kansas City, Mo., has organized sewing and millinery classes in 10 schools. Costume designing forms a preliminary for the making of each garment and in this way the girls learn to select the material which will be most becoming and durable, pleasing and suitable for special occasions. One school in Kansas City teaches that thrift carries a broader meaning—it means saving in the school as well as in the home. It teaches the care of the supplies furnished by the school board as well as those furnished by the parent, and the turning of unusable things, such as clothing, into usable ones.

New Jersey and Indiana associations have been considering the conservation of the natural resources as well as the care of parks and of wild flowers. Fifteen counties in Ohio have county appropriations aided by State and Federal appro-



priations, which are used to employ a county home demonstration agent. The State policy is eventually to have such an agent in every county. In Belmont County 772 women received help in cutting and fitting dresses and in altering clothing. One thousand two hundred and twenty hats were made with the help of the agent, thereby saving a goodly sum of money for other things. In many counties the women are studying their kitchens, cutting windows where more light is needed, refinishing floors, raising tables to a suitable height, and refinishing old furniture.

Boys' and girls' clubs are reaching thousands of children, giving them a love for and a knowledge of animals and their economic value. Girls are learning to cook, sew, mend, and care for their rooms.

The Palo Alto (Calif.) Federation of Parent-Teacher Associations operates a thrift shop very successfully. The children bring to the school articles of no further use in their homes; these articles are taken to the thrift shop, where people can buy them or can exchange other articles for them by paying a small sum. The women in charge of the shop give advice on making over garments, dyeing, and cleaning. The high-school boys repair broken furniture as a manual-training project. The shop is open every Saturday from 10 a. m. to 5 p. m. The philanthropic chairman and the visiting nurse are allowed to select for their work anything they need, free of cost. A part of the money from this venture is put into a permanent loan fund for the use of elementary and high-school pupils.

All this thrift work in the associations is evidence that, as Mrs. Porter says in her leaflet, "we are making progress educationally along this line of endeavor."

### Child Care Taught With Living Subject

Actual child care and training for home economics students, under expert supervision in a home management house having a preschool child, is provided by the State agricultural colleges of Iowa, Montana, Oklahoma, Oregon, Pennsylvania, and South Dakota; by the State universities of Maine, Minnesota, Missouri, Nebraska, and Oklahoma; by Cornell University of New York; by the State normal schools at Terre Haute, Ind., and Buffalo, N. Y.; and by Drexel Institute, Philadelphia, Pa. Nursery schools are maintained at Cornell University, N. Y., and Purdue University, Ind.; by the State universities of Minnesota, Nebraska, and Ohio; and by the State colleges of Iowa, Kansas, and Montana.

## Education, Rehabilitation, Reclamation and Recreation Conference

*Pan-Pacific Conference Called by the President, to be Organized and Conducted by Secretary of the Interior. Countries Which Border on the Pacific or Have Territorial Interests in the Pacific Expected to Participate*

**P**AN-PACIFIC Conference on Education, Rehabilitation, Reclamation, and Recreation, called by the President in pursuance of a joint resolution of the Congress, will be held in Honolulu, April 11 to 16, 1927. It is planned (1) to establish a basis of co-operation for the promotion of peaceful arts and pursuits among the countries participating; (2) to provide a medium for exchange of knowledge on the subjects under discussion; (3) to afford a wider field of service for certain technical activities; (4) to be of assistance to the territories of the several participating countries.

The Secretary of the Interior is charged with the duty of organizing and conducting the conference. Invitations have been issued through the Department of State to all countries bordering upon the Pacific Ocean and having territorial interests in the Pacific, including colonial governments. These comprise Australia, Canada, Chile, China, Colombia, Costa Rica, Dutch East Indies, France, French Cochinchina, Great Britain, Guatemala, Honduras, India, Japan, Macao, Mexico, Netherlands, New Zealand, Nicaragua, Oceania, Panama, Peru, Portugal, Salvador, Siam.

#### *Outlying Territories will be Represented*

Invitations have been issued by the Secretary of the Interior through the appropriate departments of the United States Government to all Territories and outlying parts of the United States. These comprise Alaska, Canal Zone, Hawaii, Philippines, Porto Rico, Samoa, and Virgin Islands.

Governors of the several States of the Union have been especially invited to participate. All organizations and institutions, public or private, which are engaged or interested in the fields covered by this conference are invited to send delegates.

Although this conference is planned primarily for Pacific countries and territories, yet all other countries having an interest in the conference will be welcome, and invitations will be sent to any other countries desiring to participate and not included in the invitations previously sent.

Leaders in education, reclamation, recreation, and kindred subjects repre-

senting countries outside the United States will have important parts in the presentation and discussion of topics. Ample provision will also be made for unofficial representatives on the program.

An international exhibit relating to the major interests of the conference will be held in conjunction therewith. The Department of the Interior of the United States Government will offer an exhibit of the work and activities of three of its bureaus, the Bureau of Education, the Bureau of Reclamation, and the National Park Service. All countries participating in the conference are invited to send exhibits.

#### *Secretary of the Interior General Chairman*

The conference will be divided into three sections: (1) Education; (2) reclamation; (3) recreation. The Secretary of the Interior of the United States will be the general chairman of the conference. The chairmen of the three sections of the conference will be the Commissioner of Education, the Commissioner of Reclamation, and the Director of the National Park Service, respectively, of the Department of the Interior of the United States.

Sessions of the conference will be formal, plenary, and sectional. The formal sessions will include the opening and closing meetings. Plenary sessions will be attended by all delegates to the conference and afford opportunity for action on general matters. Most of the work will be done in the sectional meetings, composed of those delegates concerned, respectively, with education, reclamation, and recreation.

The Territory of Hawaii is planning to make this conference one of the greatest events in its history. Tours to points of interest in Hawaii during and after the conference will be arranged without expense to the delegates. They will include visits to the university and other educational institutions, rehabilitation-farming areas, the national park, the Volcano Kilauea, and other points of interest to those attending the conference. For those who desire to remain a considerable time after the close of the conference, itineraries in the islands will be planned. Every facility will be placed at the disposal of delegates, and nothing will be left undone which will contribute to their pleasure and profit.

## SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
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Editor - - - - - JAMES C. BOYKIN

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DECEMBER, 1926

### First City School Superintendent in Providence

NATHAN BISHOP was clearly the first full-time professional superintendent of city schools in America. His service began in Providence, R. I., in 1839. Many people, however, still seem to be doubtful about it; a statement to this effect made by the Commissioner of Education in an address at Philadelphia recently was questioned from the floor.

Assuredly others bore the title of superintendent before Bishop, but they were laymen who gave only part of their time to the work, after the manner of the acting school visitors of New England.

In Buffalo, N. Y., a superintendent was chosen in 1837, as Dexter states in his *History of Education in the United States*. He was not, however, a professional officer, and Dexter does not claim that he was.

The act of the New York Legislature to incorporate the city of Buffalo, passed May 11, 1837, provided for the appointment of a superintendent of common schools to "possess all the powers and authority and be subject to the duties and obligations of the inspectors of common schools of the different towns of this State." Even if this superintendent were in fact a superintendent in the present-day meaning of the word, priority could not be claimed for him because he was identical in his functions with inspectors previously in service. But the Buffalo superintendent was not a professional schoolman, and neither were the inspectors.

The first of the Buffalo superintendents was R. W. Haskins, who was appointed in the summer of 1837, and served without pay. He resigned in the following autumn, and O. G. Steele succeeded him at a salary of \$75 for the first year. Silas Kingsley, S. Caldwell, Elias S. Hawley, O. G. Steele again, and Daniel Bowen also served within the first 10 years, neither of them for more than 2 years consecutively. Caldwell recommended in 1844 that the time of the superintendent be devoted exclusively to the schools; and Steele stated in 1846 that the nature of his private business rendered it impossible for him to continue his

connection with the schools. Steele rendered excellent service, but like Rev. James Freeman Clark, who did similarly good work in Louisville, Ky., school supervision was not his principal business. Professional supervision in both places came several years later.

Louisville, Lexington, and Maysville, Ky., each had an "agent of the public schools" in 1838, for they were mentioned in the law approved February 16 of that year, "to establish a system of common schools in the State of Kentucky." The Louisville agent is classed by Dexter as a superintendent. Dexter learns that this officer was in service before September 16, 1837, and is doubtful whether priority in the appointment of a superintendent should be credited to Buffalo or to Louisville. But Barnard's *Journal of Education* (vol. 19, p. 537) states that an agent was first appointed in Louisville in 1834, with a salary of \$400, to visit the schools and to establish night schools for the benefit of apprentices. At that time the principal of the grammar school received \$700. By 1840 the salary of this principal was \$900 and that of the agent was \$800. Undoubtedly the agents performed some of the duties of superintendent, and at least one of them did it unusually well, but the office did not, apparently, fully develop into that of superintendent until 1847.

St. Louis had a superintendent in 1839 in the person of George H. Budd. He received no salary. At that time the school system of the city consisted of two schools, one with two teachers and the other with one teacher. Henry Pearson was "superintendent and secretary" in 1841-42 at \$300, and a similar title was held by Edward M. Avery in 1848-49, but the real beginning of the superintendency in St. Louis appears to have been reached in 1851 when James H. Tice entered upon the work at \$1,500 a year.

A superintendent was employed in Cambridge, Mass., in 1836, at a salary of \$250, but no claim has been made that he was more than an acting school visitor. It is highly probable that others bore the same title and did similar work in other cities during the same period.

Of the status of Nathan Bishop at Providence there can be no doubt. Experiences such as those described showed that supervision by men who could give their entire time to the work was essential to success of a school system. Providence was the first city to benefit by that conclusion. A "school ordinance" was adopted in 1838 providing for a superintendent of schools. Bishop was a tutor in Brown University when he was chosen for the position by the school committee. He entered upon duty August 1, 1839, and gave his entire time to the work. Marked benefit resulted from his minis-

trations and he continued to serve the Providence schools until 1851, when he resigned to accept the superintendency at Boston.

Samuel S. Green appears to have been the second professional superintendent. From the principal of an academy at Worcester he became superintendent at Springfield, Mass., in 1840. He remained but a short time, and after teaching in Boston and serving as agent of the State Board of Education of Massachusetts he succeeded Nathan Bishop as superintendent at Providence in 1851.

Such was the beginning of professional school administration in the United States.

### A Matter of Geographic Names

SPELL it "Estonia"; not "Esthonia."

That is the recent ruling of the United States Geographic Board, which is the standard authority on geographic names for the Government departments of the United States. A previous decision of the board favored the spelling "Esthonia," principally because that was the usage of the State and Navy Departments and of certain consular officers from that country. That spelling, therefore, has heretofore prevailed.

Juri Annusson, author of the Bureau of Education's *Foreign Education Leaflet No. 2*, from which an article in this number is taken, urged that in printing his paper the name of his country be printed without the *h*. The matter was taken up with the Geographic Board, and upon reconsideration the former decision was changed.

Estonia is said to be the ancient Latin name of the country, and that spelling is used in England. The French call it "Estonie." In the language of the country, "Eesti," is applied to the people thereof, "Eestimaa" is the name of the country, and "Eesti Wabariik" is equivalent to "Estonian Republic."

These words do not help us in determining the English spelling of the name of the country. Those who speak any language often show scant respect to other languages in spelling their proper names. Our "America" suffices for most of the world, but in French it is "Amerique." "Firenze" is "Florence" in English, "Wien" is "Vienna," "Köln" is "Cologne," and "Prahá" is "Prague."

We are consistently inconsistent in adopting the Latin name of a country instead of the name by which its own people know it. The Geographic Board does not, of course, undertake to make the language nor to control its vagaries. Its function is merely to determine the proper usage in discrepancies and to fix a uniform spelling to be followed in the publications of the United States Government.

## Conference of Council of Parental Education

More than 70 leaders and experts in the field of parental education and child welfare work met in Detroit, Mich., during the week of October 25 to discuss the "what" and the "how" of instructing fathers and mothers in their obligation to educate themselves as parents to insure the best home training for their children. Discussion emphasized the importance for parents to recognize, understand, and provide expression for their children's active interests. The work of such agencies as habit clinics, supervised study clubs, and child welfare organizations was described to show their availability and their resources for helping parents. The success with which several methods are used to give information to groups of parents was presented. Comparative values of professional and lay leaders for study groups and of the successful preparation of lay leaders, were discussed by workers who are using different methods and approaches to the subject.

Concerted effort to make parents conscious of their "profession" through this carefully organized preparation work should help to produce a race of children who will be unhampered by many of our present-day difficulties. The National Council of Parental Education grew out of a conference of the Child Study Association of America which was held in October, 1925.—*Mary Dabney Davis.*

## Social Intelligence Test for New Students

A new two-sided intelligence test—abstract and social—used this fall for the first time, was administered to nearly 1,200 incoming students at George Washington University, Washington, D. C. An abstract test, devised by the director of research of the United States Civil Service Commission, covered information, relation, meaning, synonyms, and reasoning. The purpose of the social phase of the test, devised by the associate professor of psychology at the university, is to determine natural social abilities of students. Tests were made in remembrance of names and faces, in comprehension and exercise of judgment in social positions, and in correct interpretation of emotions and attitudes as shown in characteristic rôles of moving-picture actors.

A training school for bathhouse attendants at Hot Springs National Park is the newest educational development undertaken by the National Park Service of the Department of the Interior.

# Atlantic City Meeting of National Recreation Congress

THE Thirteenth National Recreation Congress gathered together for a week's conference at Atlantic City, October 18-22, 600 representatives of the national recreation movement.

"Children spring full fledged into womanhood without ever having known the beautiful experience and training of girlhood," said Joseph Lee, president of the association, at the opening session. "This unhealthy hothouse flowering is due to present social conditions, and the age of girlhood can only be brought back by slowing down the present jazz environment," said Mr. Lee. "This can be done if the mothers of each associated group of girls will work together to cut down the number of social excitements, the pressure of which is now all absorbing, thus leaving time and energy for serious preparation for genuine and worthy womanhood and motherhood."

Sports and recreation are as truly acceptable and pleasing to God as our prayers and our worship, it was declared by Bishop William T. Manning, of New York, in support of his stand for Sunday sports. Such Sunday recreation should not interfere with Sabbath worship, he cautioned. "For a full and true life we need both," he said.

Col. Theodore Roosevelt advocated adequate playgrounds in the cities, and family recreation as a means of developing that sturdy American character which he declared was the richest possession of the country.

"Light opera, lectures, and music, rather than baseball or tennis, are the suitable recreations for workers in modern industry," said James H. Maurer, president of the Pennsylvania Federation of Labor. "The popularly accepted idea of recreation is athletic sports, but few workers whose jobs require strenuous physical exertion need athletics. Cultural activities and relaxation are what the laboring men need."

Mrs. A. H. Reeve of Philadelphia, president of the National Congress of Parents and Teachers, said that the first task of recreation leaders was to teach parents to play in order that they in turn might instruct their children in wholesome recreation.

Church and synagogue ought to inspire wholesome recreation activities and demonstrate the possibilities rather than go into the business of promoting recreation on a permanent basis, according to Rabbi Abba Hillel Silver, of Cleveland. He intimated that where specialized agencies for recreation were in existence, it was their

business to organize play and not the church's business.

Both in college and in evening night schools training for leisure should be added to the accepted program of training for the business of earning a living, was the contention of Dr. George B. Cutten, president of Colgate University. John Nolen, president of the National City Planning Association, reported that hundreds of thousands of people in Munich and other European cities take part regularly in family and group picnics, hikes, and other outdoor recreations. He found a more spontaneous spirit of play abroad than in America, but only the beginnings of systematically organized recreation.

J. C. Walsh, a New York publisher, stated that, while play was the right of a child and the child's principal business in life, it could never be the most satisfying activity for adults. It is in work, according to his thesis, that an adult develops a real sense of power.

"Juvenile delinquency increases in direct ratio with the distance from the playground," stated Charles Platt, president of the National Probation Association. Organized play is not only the best preventive that has ever been discovered for juvenile wrongdoing, but is also the best remedy for restoring the youthful criminal to a normal attitude of mind and normal behavior.

That community recreation and democratic adult education give unity to civic life was the opinion expressed by Dr. Frederick P. Keppel, president of the Carnegie Corporation. In illustration he cited the swift and efficient recovery of Santa Barbara, Calif., after its earthquake of a few years ago. The local organization whose work was responsible for the cohesion of Santa Barbara was the Community Arts Association, according to Doctor Keppel.

Stating that the cultural development of early America was almost wholly based on close touch with nature, Prof. William G. Vinal of the New York State College of Forestry, Syracuse University, urged the delegates to encourage nature study as an unlimited method through which may be obtained an expression in story, art, song, or drama.

"Reading is no longer a passive indoor exercise, a something to do when nothing else can be thought of," was the statement of Ann Carroll Moore, supervisor of children's work, New York Public Library. "When the books are properly selected, reading becomes like any other sport for boys and girls, and it is about the best sport there is."



## War-Time Disclosures Led to National Physical Education Service

*Commissioner of Education Issued Call for Meeting That Resulted in Organization in 1918. An Important Function is to Promote Legislation. More than 30 National Organizations Cooperate*

By JAMES E. ROGERS

*Director National Physical Education Service*

TO HELP to guarantee to every boy and girl, young and old, a chance for a healthy, active, and interesting life, is the purpose of the National Physical Education Service. This it hopes to do through the promotion of periodic physical inspections and examinations, through personal and community hygiene, through hobbies, games, and sports, through corrective gymnastics, exercises, efficiency tests, and athletics.

Since 1918 this national service has been active throughout the country in pushing State legislation for physical education. This has been a long, hard, and costly task, but results have justified the effort and money. In 1918, when the service was established, only 11 States had physical education laws, and some of these were inoperative and insufficient. By 1926, largely through the field workers of this service, 33 States had passed laws establishing state-wide physical education laws and systems. Twenty-eight States had worked out balanced programs and had published State man-

uals of instructions. Sixteen States had secured State directors of physical education with appropriations.

This is a remarkable achievement. It is not easy to get State legislation, but it is fundamental. It makes physical education a part of the school code and law. It becomes permanent. It becomes state-wide. However, there is great need that these laws be supported and followed through. It is one thing to get a law but it is another problem to get a state-wide system of physical education established and operating, especially in the rural districts. However, some splendid results have been obtained in States such as Connecticut, New Jersey, Massachusetts, New York, and Virginia.

The World War caused the formation of this national service. The percentage of physical defects in both school children and young men drafted for military and naval forces so startled and shocked the country, that in 1918 national leaders in health and education met at Washington at the call of the United States Commis-

sioner of Education to discuss educational and legislative methods for developing more adequate physical education of the country. As a result of this meeting a national committee on physical education was formed to carry out the recommendations of the larger group. At the request of the committee the Playground and Recreation Association of America in 1918 established the National Physical Education Service which has for the past eight years carried on a most active educational and legislative campaign for National and State legislation for the school children of the country.

### *Promotes Legislation for Physical Education*

The function of this national service is as follows: To secure adequate State legislation requiring physical education in the schools; to strengthen and to improve existing laws; to secure State departments of physical education, with a State director and adequate staff; to secure adequate appropriations and increased budget support; to improve the quality and character of work through a clearing house of information between the States; to bring the message of physical education to the public through speaking, radio, educational publicity, and other practical ways; to help improve the status of the profession of physical education in the field of education; and to work through national physical educators and organizations.

More than 30 national organizations in health, athletics, education, and social service are cooperating agencies in



English folk dance in a Cleveland (Ohio) elementary school

furthering this program of making physical education for every American boy and girl effective and possible. Many outstanding leaders, such as ex-Gov. M. G. Brumbaugh, Mrs. Percy V. Pennybacker, Mrs. Mary Roberts Rinehart, Dr. J. H. McCurdy, and others,

rational program of active play and exercise. Health, cleanliness, poise, rhythm, vitality, and mental alertness are all objectives of the true physical educational program. Such a program includes physical fitness tests that measure organic growth and development.



An examination by a school dentist

have taken an active interest in this movement to help guarantee to every child an opportunity for the enjoyment of a sound, healthy body.

The need for physical education as part of our school system should be most apparent but unfortunately it is not. We seem to forget that 40 per cent of the adults, men and women, have physical defects, many of which could have been remedied with a proper physical education program. Over 60 per cent of the school children have physical defects which can be wiped out through physical inspection, hygiene, exercise, and physical training. A physically fit person is more likely to be efficient, happy, and useful. A physically fit nation is better prepared to meet any emergency either from within or without.

#### *Physical Education Means Better Citizenship*

A physical education program means health, personal and national vitality, and a better citizenship. Physical education is not merely building big muscles and bodily strength. It does this and more. It is the training for bodily and mental health through periodic physical examination, personal hygiene, and a

It means poise as well as strength. It encourages mass competition so that all may enjoy the joys of active sport. It means periodic physical inspection and examinations to discover and correct remediable defects. It helps in posture and health service. It believes in recreational opportunities for the industrial worker. It promotes recreation for adults and play for children.

Physical education is health education. It is recreation. It is hygiene. It is education in the truest sense. "Mens sana in corpore sano" is as needful to-day as yesterday. Under present industrial conditions of living and work it is more necessary than in the past that our children be guaranteed the opportunity for physical activity and exercise. The frontier has disappeared; chores and errands have gone; we live in an age

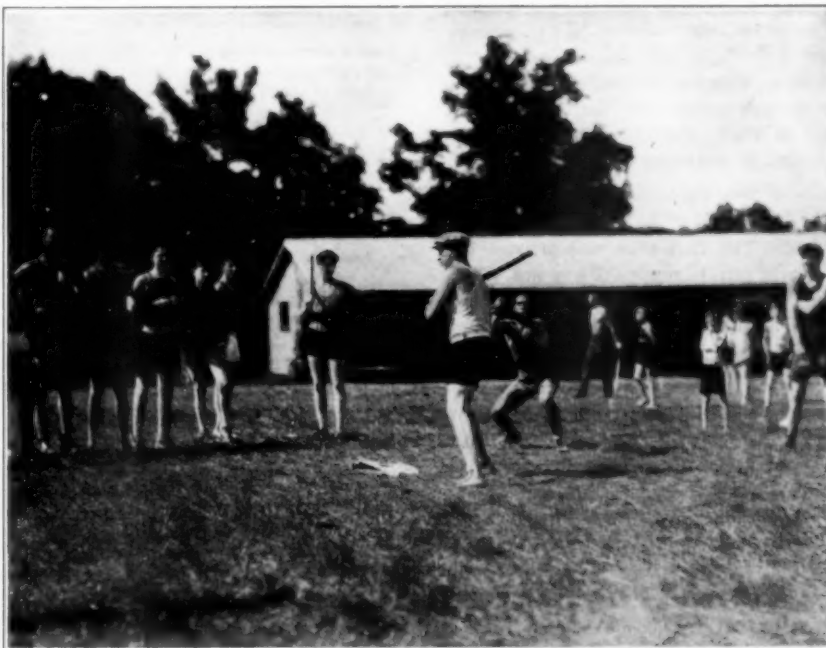
that deprives the average boy and girl and adult of the joys of the great out of doors. The old tasks and pastimes of the home and the shop have disappeared. Man

must find means to develop his organic vitality and health outside, in the playground or gymnasium. More and more because of our artificial, specialized, industrial, urban life, we must provide means by which we can actively pursue those activities that will preserve our organized development essential to health and growth.

#### *Character Building in a Real Sense*

Physical education programs promote the real lessons of education. Such programs promote behavior, and behavior is the end of education. Through sports and games children develop good sportsmanship and this means character building in a real sense. On the play field with the team, the boy and girl are stimulated to practice the lessons of control, poise, and good behavior. They learn to smile in defeat, to be generous in victory, to follow the leader, and to hold the line with courage and not to give in, and to fight hard—such are the lessons of life. They are as real as the geography lessons and they carry over into life, for it is such qualities that are demanded of us all as we go through life. These lessons can not be taught nor preached; they must be put into active practice in the thick of the game—the game of life.

A branch of the city library has been placed in the main building of William Hood Dunwoody Industrial Institute, a privately endowed institution of Minneapolis. The institute and the public library cooperate in payment of salaries of the librarian and his assistants and in the purchase of books. The institute provides the room and its equipment.



Baseball without the characteristic uniform

# Pupils' Readiness for Reading Instruction Upon Entrance to First Grade

THE Reading Readiness Committee of the International Kindergarten Union, as a preliminary step in the investigation of pupils' readiness for reading instruction upon entrance to first grade, has attempted to obtain from representative teachers their opinions of the readiness for reading instruction of the pupils in their first-grade classes.

In cooperation with the United States Bureau of Education a questionnaire was sent to superintendents and supervisors throughout the country asking them to have the questionnaire answered by teachers who were teaching first-grade classes in September, 1925.

This report is a tabulation of returns representing 560 teachers from many sections of the country, teaching under varying conditions.

## Teachers' Returns and Committee's Comments

**Question 1.** Do you feel that you are expected to teach some children to read before they are ready?

Responded "Yes," 506, or 90+ per cent; "No," 54, or 9+ per cent.

**NOTE.**—The reply to this question would seem to indicate a vital need for investigation of the present method of attempting to give instruction in reading to all first-grade pupils upon entrance to school. When such a large percentage of classroom teachers agree that they are asked to do what in their judgment is not best for all their pupils, an attempt should be made to solve the problem.

**Question 2.** Total number of pupils in your first-grade class September, 1925: Beginners, 19,271; repeaters, 2,557; total, 21,828.

**NOTE.**—Number of beginners and repeaters not obtained for pupils not ready to read, therefore no comparison can be made between the two groups.

**Question 3.** Total number not ready to read September, 1925, 4,425, or 20+ per cent.

**NOTE.**—The fact that one-fifth of the first-grade pupils reported are not ready to read, in the opinion of teachers, presents a practical problem for study and solution.

(a) Number of these that came from English-speaking homes, 3,261, or 73 per cent.

**NOTE.**—These figures indicate the importance of a definite study of the needs of the child from the English-speaking home as well as from the non-English-speaking home. As these data were not obtained concerning pupils who were ready for reading instruction, no comparison can be made between the two groups.

(b) Number of these children who had kindergarten training, 2,328, or 52 per cent.

**NOTE.**—We are again hampered in an intelligent analysis of the records by the fact that we did not obtain these data from the pupils who were ready for reading instruction. These figures, however, seem to indicate that kindergarten training as such is not sufficient to prepare the child for reading instruction. This may be due to the fact that there is at present in the majority of school systems no intelligent method of promoting from kindergarten to first grade, and to the fact that if the pupil was enrolled in a kindergarten for any period of time he was listed as having had kindergarten training.

(c) Number in each of the following age groups:

Chronological ages, September, 1925

	5 to 5½ years	5½ to 6 years	6 to 6½ years	6½ to 7 years	7 to 10 years
Number.....	362	1,278	1,872	757	156
Per cent.....	8.2	28.9	42.3	17.1	3.5

**NOTE.**—As we did not secure the ages of all the first-grade pupils these ages can not be compared with those for successful pupils. However, we may safely say that chronological age is not the decisive factor in reading readiness. In actual practice we know that chronological age is given great weight in assigning children to beginning classes in reading.

**Question 4.** By what evidence did these children show that they were not ready to be taught reading?

(Summary of replies made by Louise M. Alder)

	Number times mentioned
I. Lack of mental efficiency.....	690
As shown by—	
(a) Lack of ability to comprehend—	
1. English language.....	33
2. Reading vocabulary.....	10
3. Content of sentence, story, or picture.....	38
4. Simple directions.....	42
5. Meaning of symbols as expressing ideas.....	17
(b) Short span of attention or concentration on reading activities.....	289
(c) Inability to retain in memory and recall—	
1. Story, rhyme, or sentence.....	5
2. Visual impressions of words and phrases.....	66
3. Letters.....	1
4. Phonic sounds.....	8
5. Unspecified.....	21
(d) Poor judgment.....	2
(e) Poor association of ideas.....	4
(f) Inability to do clear, organized, related thinking.....	7
(g) Lack of imagination.....	5
(h) Tendency to dream.....	1
(i) Indifferent, listless, mind passive (slow to grasp and to respond).....	30
(j) Inability to note similarities and differences between words, phrases, and short sentences.....	82
(k) Inability to interpret meaning of groups of symbols (word calling).....	29

II. Lack of interest.....	354
(a) In learning to read (no desire or feeling of need).....	131
(b) In early reading stimuli (labels, signs, bulletin boards, captions for pictures, library table).....	25
(c) In reading materials (books, stories, pictures, reading games, puzzles).....	65
(d) In the process of learning to read.....	21
(e) In language expression, oral or written.....	3
(f) In participating in activities of the reading period.....	42
(g) In school and in the activities thereof (other than reading).....	14
(h) In all activities and progress of the group.....	5
(i) Unspecified.....	48
III. Lack of maturity.....	199
(a) Physical maturity.....	22
(b) Mental age and mental maturity (mental age under 6).....	155
(c) Mental deficiency (subnormal).....	22
IV. Lack of wide experience.....	137
(a) In home.....	50
(b) In kindergarten.....	7
(c) In listening to and reproducing stories and rhymes.....	31
(d) In handling books and pictures.....	10
(e) In dramatization.....	3
(f) With nature materials (animals, etc.).....	4
(g) In social contacts (play with other children).....	7
(h) In thoughtful observation of common things.....	8
(i) Unspecified.....	17
V. Lack of sufficient command of English language.....	131
(a) To speak English.....	43
(b) To think in English.....	1
(c) To use a relatively wide vocabulary.....	41
(d) To reproduce or express ideas freely and clearly.....	38
(e) To use correct forms of English.....	5
(f) To use sentence form.....	3
VI. Lack of social-moral efficiency.....	69
(a) Unsuccessful in making adjustments to school activities (poor school habits).....	8
(b) Unsuccessful in making adjustments to new situations.....	3
(c) Unsuccessful in making adjustments to other children.....	18
(d) Unsuccessful in making adjustments to the teacher (unwilling to cooperate).....	4
(e) Dependent upon others in the group (unable to work independently).....	8
(f) Lack of sense of responsibility.....	9
(g) Lack of self control.....	5
(h) Lack of obedience.....	2
(i) Lack of initiative.....	11
(j) Lack of effort.....	1
VII. Poor emotional reactions.....	66
(a) Emotional instability due to home conditions.....	1
(b) Shyness, selfconsciousness, unwillingness to talk.....	30
(c) No joy or spontaneity in work.....	13
(d) Rebellious at the thought of reading.....	1
(e) Easily satisfied with poor work.....	3
(f) Helpless, dependent, lacking in confidence and initiative.....	12
(g) Confused and bewildered.....	2
(h) Unhappy, crying.....	2
(i) Discouraged.....	2
VIII. Physical handicaps.....	63
(a) Poor health.....	12
(b) Speech defects.....	16
(c) Defective vision.....	2
(d) Adenoids and deafness.....	2



VIII. Physical handicaps—Continued.	
(e) Undernourishment.....	5
(f) Poorly controlled nervous system.....	3
(g) Unspecified.....	23
IX. Unsatisfactory final results.....	60
(a) Failure to learn the technic of reading (unspecified).....	31
(b) Failure to progress in reasonable time and without excessive drill.....	11
(c) Failure to initiate reading activities.....	5
(d) Failure to form good reading habits—	
1. To progress along the line.....	4
2. To make use of phonics.....	3
3. To follow the reading of others.....	1
4. To see words in phrases or in sentences.....	2
5. To look at reading as getting thought from specific symbols and not as guessing game.....	3
X. Lack of physical efficiency.....	58
(a) Nervous.....	8
(b) Restless.....	23
(c) Easily fatigued.....	5
(d) Sluggish, idle.....	7
(e) Poor muscular and motor control (shown in physical activity and manual expression).....	10
(f) Inability to handle book and turn pages.....	3
(g) Inability to coordinate eye and ear.....	2
XI. Interest in other activities rather than in reading.....	54
(a) In play, games, and physical activities.....	27
(b) In work with the hands.....	14
(c) In toys and objects which usually appeal to younger children.....	6
(d) In pictures, stories, dramatization, reading devices (but not in reading proper).....	7
XII. Lack of accuracy in habits of expression.....	19
(a) Enunciation.....	8
(b) Pronunciation.....	6
(c) Interpreting meanings with the voice.....	1
(d) Unspecified.....	4

NOTE.—Lack of mental efficiency and lack of maturity might be classified together and are evidently considered the most important factor by the teacher. Lack of interest is the next strongest factor, and as interest is closely allied to experiences it is interesting to note that lack of experience ranks next in order. Lack of English ranks about where one would expect it from the figures given above regarding the percentage of children not ready for reading who come from English-speaking homes. Physical handicaps and physical efficiency might be classified together and would then rank next as a determining factor.

Question 5. In your experience what have been some of the results of teaching reading to children who were not "ready"?

(Summary of replies made by Emma J. Hollinshead)

	Number times mentioned
I. Bad habits.....	387
(a) Indifference, carelessness.....	63
(b) Word calling.....	64
(c) Inattention.....	58
(d) Lack of effort, shiftlessness, idleness.....	35
(e) Irregular attendance.....	6
(f) Halting, stammering responses.....	17
(g) Poor reading.....	61
(h) Satisfaction before attainment.....	7
(i) Guessing.....	12
(j) Memorization.....	39
(k) Bluffing.....	5
(l) Lip movements.....	3
(m) Poor eye movements.....	14
(n) Pointing.....	3
II. Bad emotional reaction.....	311
(a) Becomes discouraged.....	97
(b) Develops general lack of interest.....	60
(c) Develops dislike for school.....	54

II. Bad emotional reaction—Continued.	
(d) Failure complex.....	25
(e) Loses confidence in self.....	22
(f) Becomes unhappy.....	19
(g) Forms dislike for books and stories.....	12
(h) Becomes confused.....	11
(i) Increases shyness.....	7
(j) Develops fear to respond.....	2
(k) Suppression of desire for more normal work.....	2
III. Waste of time.....	265
(a) Fails to make grade.....	119
(b) Makes slow progress.....	49
(c) Wastes time of child, others, teacher.....	49
(d) Requires individual teaching.....	17
(e) Failures.....	15
(f) Fail to learn to read.....	9
(g) Slow in other grades.....	7
IV. Wrong attitudes.....	216
(a) Lose interest in reading.....	107
(b) No joy in reading.....	34
(c) Loss of spontaneous reaction.....	18
(d) Deprived of joy of learning to read because they wish to.....	18
(e) No initiative.....	10
(f) Complexity of ideas.....	2
(g) Wrong attitudes toward others.....	2
(h) Curiosity and anticipation killed.....	1
(i) Unspecified.....	24
V. Dislike for reading.....	113
(a) Due to repetition of grade.....	16
(b) Due to lack of success.....	5
(c) Unspecified.....	92
VI. Injurious effects.....	61
(a) Nervous strain on child and teacher.....	33
(b) Mental fatigue.....	8
(c) Ill health.....	6
(d) Dulls the senses.....	4
(e) Eye strain.....	3
(f) Curbs growth.....	3
(g) Interrupts child's natural development.....	3
(h) Stuttering.....	1
VII. Lack of comprehension.....	52
VIII. Problem of discipline.....	34
(a) Bad conduct.....	11
(b) Disturbs others.....	8
(c) Becomes mischievous.....	3
(d) Unspecified.....	12
IX. No retention of what is learned.....	10
X. Mechanical knowledge is grasped before child grasps thought for foundation.....	6
XI. Inability to help themselves with new words.....	5

NOTE.—Bad habits and bad emotional reactions are considered the dominant harmful results by this group of teachers. The next strongest point is waste of time. Does this not indicate that we are breaking two fundamental principles of modern educational theory, that education should definitely guide the child in the formation of right habits and right attitudes and that the method to be used should be chosen for its efficiency?

Question 6. Would you be in sympathy with a plan for the first few weeks in the first grade in which there was provision for definite ways and means of building interest in reading and preparatory pre-reading experiences instead of an immediate effort to teach reading? Yes, 523, or 93+ per cent; no, 37, or 6+ per cent.

The following qualifying statements were made by 27 answering "yes."

Plan formulated to weed out the unready, 1.  
If I had immature class, 3.  
Especially with foreigners, 2.  
Time not long enough, 1.  
Where there is no kindergarten, 1.  
If I didn't take time from those who were "ready," 1.  
Not for entire class, 9.  
Yes in September, no in January, 1.  
For slow pupils, 3.  
If from poor home environment, 1.  
If made to fit needs of group, 1.  
Except for accelerated group, 1.  
For those who need it, 2.

The following qualifying statements were made by 12 answering "no":

Prefer subprimary, 2.  
Unnecessary, 2.  
Done in kindergarten, 3.  
Story-hour method provides for this, 1.  
All depends, 1.  
If there is a kindergarten, 1.  
Not for majority, 1.  
Foreigners are ready, 1.

NOTE.—Here again we have a decisive answer from the classroom teacher in regard to the need of a revision of teaching methods in first-grade reading.

Question 7. What in your opinion constitutes "reading readiness"?

(Summary of replies made by Lotta Mosier)

	Number times mentioned
I. Comprehension—thinking—judgment.....	517
a. To get thought.....	34
b. To reproduce.....	32
c. To memorize.....	14
d. To answer questions.....	10
e. To follow directions.....	29
f. To think clearly.....	16
g. To concentrate.....	114
h. To give attention.....	24
i. To associate meanings with symbols.....	102
j. To associate meanings with experiences.....	43
k. To grasp thought.....	16
l. To assimilate ideas.....	14
m. To recall.....	10
n. To visualize ideas.....	14
o. To associate similarities and differences.....	46
II. Sufficient command of English and good speaking vocabulary.....	330
a. To speak with ease and freedom.....	104
b. To express ideas.....	84
c. To anticipate meaning.....	24
d. To understand English.....	30
e. To recognize word groups.....	14
f. To understand meaning.....	18
g. Unspecified.....	56
III. Wide and varied experiences.....	329
(a) In kindergarten training.....	42
(b) In knowing rhymes.....	13
(c) In knowing stories.....	46
(d) In handling books.....	12
(e) In children's games.....	6
(f) In children's activities.....	39
(g) In home training.....	28
(h) In knowing animals and pets.....	16
(i) In knowing nature.....	14
(j) In expressing ideas.....	9
(k) In language training.....	6
(l) Unspecified.....	98
IV. Desire.....	295
(a) To learn to read.....	136
(b) To explore reading activities.....	5
(c) To know the story.....	15
(d) To gain information.....	13
(e) To enjoy contents.....	26
(f) To ask questions.....	18
(g) To have others read.....	18
(h) To possess a book.....	7
(i) To imitate.....	13
(j) To play school.....	4
(k) To find words.....	5
(l) To investigate.....	19
(m) To dramatize.....	16
V. Interest.....	244
(a) In affairs of school.....	8
(b) In learning to read.....	86
(c) In contents of books.....	28
(d) In books in general.....	16
(e) In stores.....	13
(f) In seeing others read.....	8
(g) In hearing others read.....	9
(h) In listening to stories.....	19
(i) In printed words.....	17
(j) In pictures.....	14
(k) In bringing books to school.....	10
(l) In games.....	4

V. Interest—Continued.	
(m) In blackboard work.....	6
(n) In all reading activities.....	6
VI. Mental efficiency.....	240
(a) Mental age (6 years standard test).....	149
(b) Normal age.....	65
(c) Mentally alert.....	18
(d) Mental imagery.....	8
VII. Physical efficiency.....	173
(a) Sound body.....	95
(b) Correct living habits.....	17
(c) Control of body.....	20
(d) Muscular coordination.....	14
(e) Correct vision.....	19
(f) Correct hearing.....	8
VIII. Social attitudes—courtesy, cooperation, responsibility.....	96
(a) To listen when others talk.....	9
(b) To take turn in play.....	4
(c) To share with others.....	14
(d) To work with group.....	44
(e) To be willing to do as told.....	7
(f) To observe rules of conduct.....	12
(g) To take care of books.....	4
(h) To be prompt.....	2
IX. Enunciation and pronunciation.....	46
X. Traits and characteristics.....	28
(a) Self-reliance.....	2
(b) Persistence.....	4
(c) Receptive attitudes.....	3
(d) Ready response.....	6
(e) Considerate.....	2
(f) Adaptability.....	4
(g) Industrious.....	3
(h) Enthusiasm.....	2
(i) Honest effort.....	2

NOTE.—The difficulty of classifying these replies is evident, but mental traits are dominant and experiences, desires, and interest closely allied. Language is emphasized more and social traits stressed less than in the opinion based upon an actual class.

#### Summary

Considering the diversity of school systems from which these replies were returned and the number of teachers involved, may we not with fairness be justified in drawing the following conclusions:

1. There is a definite demand on the part of first-grade teachers for a change in the course of study in relation to reading instruction for all first-grade pupils unless a change is made in the requirements for admission to first grade.

2. One-fifth of the members of the first grade is a large enough number for special adjustment within the school organization if upon investigation the opinion of these teachers is found to be correct.

3. If the kindergarten is to be an integral part of the school system and is to prepare for first grade, promotion from kindergarten must be based upon the child's ability successfully to attack the work of the next succeeding grade. At present this is the method of promotion from all other grades in the school system but is not, in the majority of the school systems, the procedure used in promotion from kindergarten.

4. The strong emphasis placed on lack of mental efficiency as a cause for reading failure leads directly to the need of

investigating the value of making mental age a requirement for permitting the child to attempt the present first-grade course of study in so far as it relates to reading instruction.

5. The high rank of lack of interest and lack of experience given as evidence that the pupils were not ready to be taught reading should lead to a careful investigation of methods used to prepare pupils for reading instruction and of methods used in the early stages of reading instruction.

6. Real ability in reading is evaluated in terms of habits, attitudes, and appreciations. Teachers who are placing emphasis on skill at the expense of these more vital factors in the child's life should and must change their teaching procedure.

7. Efficiency in instruction should lead to introducing the child to reading instruction when he is most fitted to benefit by it.

8. The large proportion of teachers desiring a change in the usual method of presenting reading instruction at the beginning of the first grade merits careful consideration on the part of those administrators responsible for methods used in their school systems.

It is the hope of the committee that the returns from this questionnaire will awaken an active interest in the subject and that continued investigation and experimentation will lead to changes in organization and in methods of teaching that will prove beneficial to the first-grade pupil.

The committee desires to express its grateful appreciation to the Bureau of Education for its cooperation in sending out the questionnaire, to the superintendents, supervisors, and teachers who participated in replying to the questionnaire, and to those who contributed to the report through statistical work.

AGNES BURKE,

WILLIAM S. GRAY,

MARJORIE HARDY,

LAURA ZIRBES,

MARGARET C. HOLMES, *Chairman*.

*Committee on Reading Readiness, International Kindergarten Union.*



### Subnormality a Factor in Juvenile Delinquency

An average retardation of nearly three years of boys in the Chicago and Cook County Schools for Boys is reported by the superintendent. "Rarely does a boy become delinquent who is mentally superior. Contrary to popular opinion, those boys who dislike books do not do well in the workshop, nor do they exhibit much scientific curiosity in nature-study excursions," states the superintendent.

### Commission on Equity of Teacher Placement

To promote equitable relations between teachers and agencies for placement of teachers, the National Society of College Teachers of Education at its last annual meeting appointed a commission on equity in teacher placement, to make a full investigation and report to the society. Three members constitute the commission: J. B. Edmonson, school of education, University of Michigan, Ann Arbor; J. W. Withers, school of education, New York University; and Frank N. Freeman, school of education, University of Chicago, chairman.

The function of the commission is to receive complaints from teachers, superintendents, supervisors, principals, or other school officers, concerning alleged unfair treatment by teachers' agencies, or complaints from teachers' agencies concerning alleged violation of contracts by teachers; to investigate impartially such complaints, and to ascertain from first-hand sources all pertinent facts; to formulate an unbiased opinion on the equity of the case, if possible; and to report findings to the society with a view to publication.

The commission plans, further, to carry on supplementary investigations in order to ascertain general facts concerning teacher placement, and so to arrive at principles which may be agreed upon by all concerned.

The National Association of Teachers' Agencies has already taken the initiative in promoting just dealing between teachers and agencies by adopting a code of ethics. The commission will seek the cooperation of this association in arriving at a set of principles upon which both can agree. The commission will try, in dealing with individual cases, to base its judgment on general principles which are agreed to both by the National Association of Teachers' Agencies and by the commission.

The members of the Commission on the Equity of Teacher Placement are prepared to receive and investigate complaints by teachers or other school officers, or by teachers' agencies, regarding alleged unfair treatment.



Bequest of business property valued at \$500,000 to George Peabody College for Teachers, Nashville, Tenn., by a living donor who retains income from the property during her life, makes possible the erection at an early date of a new art building, plans for which are already in the hands of the architect. Many rare objects of art accompany the gift, which will be made the nucleus of an art museum at Peabody.

## Public Schools Week Precursor of American Education Week

*California Observance Arose from Desire of Masons to Participate Actively in Public Affairs. Result Was Gratifying and Scope of Observance Has Steadily Broadened to Cover Nearly Entire State*

By CHARLES ALBERT ADAMS

*Chairman California Committee on Public Schools Week*

AMERICAN EDUCATION WEEK undoubtedly developed from the movement forwarded by Doctor Claxton in 1920; and I think that the surmise that Doctor Claxton's action was suggested by our Public Schools Week arose from the fact that he was here, as I recall, in the early summer of 1920 and that at that time announcement had been made of our Public Schools Week. Whether or not he heard of it I do not know. We are always willing to believe what we want to believe; and our earnest and enthusiastic friends here in California naturally want to believe that Public Schools Week was the progenitor of American Education Week. This much is certain—our Public Schools Week was not the result of, nor suggested by, the action of the Commissioner of Education in 1920. I can state this positively because I happened to be the originator of our Public Schools Week.

### *Masons Should Promote Public Welfare*

To enable you to understand more thoroughly my action, I may say that for many years prior to my election as grand master of Masons in California I had been publicly as well as privately expressing the opinion that it was not merely the privilege, but the duty, of Masons, as such, to concern themselves with public questions; and to take an active part in the formation and crystallization of a sound public opinion on vital questions that affected all the people and that did not involve "politics" in the ordinary acceptance of that term. Public Schools Week was the result of a practical application of those views.

Shortly after my election, and either in the latter part of the year 1919 or early in 1920, I obtained knowledge of what seemed to be a crisis confronting the public-school system in America. There was a dearth of competent teachers, schools were being closed, children, particularly in the rural districts, were denied the education to which they were entitled and there was apparently a deplorable apathy concerning certain remedial measures that had been proposed.

That situation, it seemed to me, furnished an opportunity for a practical application of the views I had so long entertained and frequently expressed; and when, in February, I think it was, I read an article in "Collier's Weekly" in which the condition was most graphically portrayed, I determined to bring the matter forcefully to the attention of the Masons of California with the hope of arousing them from their apathy, at least.

The first thing to be done was to decide on the means by which it might be accomplished. Through my work during the war as associate director of four-minute men in California, and as chairman of the bureau of speakers of the War Savings Committee, I had personal knowledge of the efficacy of the spoken word; and it therefore naturally occurred to me to arrange for meetings, and to use speakers selected for the purpose.

With that idea in mind I issued a proclamation setting aside the week commencing September 27, 1920, as Public Schools Week in the Masonic lodges in California; and as grand master expressed the desire that during that week a meeting should be held in every Masonic lodge, open to the friends and families of the members, at which speakers should call to the attention of their audiences the condition to which I have referred. With the proclamation there was issued a bulletin presenting a tentative program with data including, among others, the following facts:

### *Unfavorable Conditions in 1920*

That 18,279 schools in the United States were closed for lack of teachers; that 41,900 were taught by teachers below standard; that out of 600,000 teachers 200,000 had had less than four years' training beyond the eighth grade; that 300,000 had had no special training; that 150,000 of these teachers were under 21 years of age; that 65,000 were teaching on permits; that in California there was a shortage of at least 1,200 teachers, and that 600 schools had been closed—mostly in the rural districts.

Among the subjects that were suggested for discussion by the speakers as remedial measures was the proposed amendment to the constitution of California providing State support for elementary schools.

My first intention was to fix the time for the last week in May; and I discussed the idea with several of my personal friends including school men who were members of the Masonic fraternity. For several reasons it seemed to them—and I was convinced that they were right—that it would be better to hold the meetings in the fall of the year. One reason, I recall, was that the time fixed might interfere with school activities, being so near the vacation period in certain parts of California. Another was that the proposed amendment to the constitution of California was to go before the people at the election to be held in November; and it was thought that these meetings would afford an opportunity to present the merits of that measure.

### *Masons Aided in Amendment Campaign*

The result was extremely gratifying. There was apparently an almost universal compliance with the desire expressed in the proclamation. In the large majority of instances joint meetings were held to which the families of the brethren were invited. Public educators everywhere gave their earnest cooperation and were loud in their praise of what the Masonic fraternity had accomplished for the public schools of the Nation and of this State in awakening the public generally, no less than the craft itself, to a realization of the existing conditions. Indeed, at a meeting of an educational association I attended on invitation some months afterwards the statement was publicly made by one of the most prominent school men in the State that the adoption by the people of amendment No. 16 to the State constitution was due in no small part to the Masons of California. This was no doubt an exaggerated estimate of the assistance we had rendered; but it was one of those things we liked to believe, and we never challenged the statement.

I have given you with some detail the history of the origin of public schools week in California. The observance thus instituted has been continued by each succeeding grand master and is now a well-established policy of the Grand Lodge. The first observance was practically confined to Masons who assembled with their families and friends in meetings held in their lodge rooms. The scope of the observance, however, gradually broadened until it has become throughout almost the entire State a community affair.

In recent years we have sought to have our speakers discuss certain phases of the public-school system that appear to have attracted the attention of the people generally, and which are so frequently criticized, such as the curriculum, methods of instruction, and the cost of education. This year we particularly encouraged the discussion of rural schools with especial reference to the one-room school.

From a letter addressed to J. C. Boykin, Chief Editorial Division, Bureau of Education.



# How Home Making is Taught in New York City Public Schools

*New Type of Equipment Has Been Developed. Long Table for 12 Girls is on One Side of a Large Room, and Three Fully Equipped Kitchens are on Other Side. Classes Alternate from one Side to the Other. Partly Furnished Apartments are Provided and Children Supply Accessories. Lunch Service in Many Schools*

By MARTHA WESTFALL

Director Home Making Department, New York City Public Schools

**A**PPROXIMATELY 100,000 girls are under instruction in the Home-Making Department of the New York City Public Schools, learning the fundamentals which are of immediate value to them individually in the home and in the community. In the elementary schools emphasis is placed on the skill to do the simple household processes and the establishment of good health habits.

The necessity for having the proper conditions under which to begin this training has resulted in a new type of equipment. This equipment has been made a part of the plan of all the new elementary school buildings. Picture a

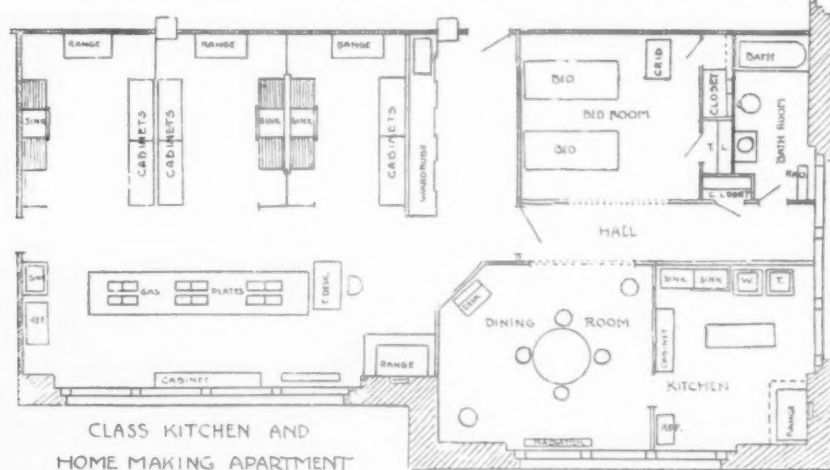
not make-believe kitchens, but real ones, completely equipped even to the sink, broom, and garbage pail. The girls in these small kitchens must work independently. Here they begin to realize what it means to prepare dishes, such as scalloped tomatoes with beautifully browned crumbs, not forgetting that the oven must be lighted before the last moment. Quantities large enough to serve a family of four or six are prepared. It is an inspiring sight to see these groups of little girls wearing aprons and caps, trying to make their products as nearly perfect as possible, and then their joy when they succeed. They are permitted by the Board of Education to pay for the mate-

keynote of simplicity. The little home makers are taught to make many simple and attractive accessories.

In several of the schools this has been made a school project, the boys contributing pieces of furniture made in the shops. Boys have also helped the girls sandpaper, restrain, and finish worn furniture. The girls have done necessary painting, in some cases changing the entire color scheme of the rooms. Industrial classes have contributed some of their handiwork, as desk sets, lamp shades, dresser runners, and bed spreads. The art classes have helped in making original posters and in simple decoration of pottery and glass, some very attractive flower holders resulting. Ungraded classes have woven rugs of the carpet rags, cut and sewed by the girls in the home-making classes. Getting together the material for rugs is a good use for leisure time. There are in every class pupils who are speedy and therefore finish their tasks before the slower ones. A basket filled with rug material is at hand and can be turned to by these quick pupils; and so roll slowly but surely the balls of carpet rags, and eventually the rug appears a concrete result.

## Wholesome Rivalry Between School "Families"

As far as possible home conditions exist in the apartments, and to create the home atmosphere the class is divided into families, each family choosing one of its number to be the mother. The first important decision to be made is the selection of a fitting name. Some families are most ambitious in their selection, choosing the name of those people in history and literature of whom they have recently studied. One family, perhaps the Lincolns, will go immediately to the kitchen to prepare the meal for which they previously planned and marketed, the meal to be served in the combination living and dining room and eaten by this same family with great regard for the niceties of life. Another family is planning the next meal with much anticipation, carefully considering the choice of foods, the proper combinations to meet



large room divided in half. On one side a long table fitted for 12 girls. Each girl has her individual stove and a drawer and cupboard to hold the necessary bowls, plates, knives, forks, pots and pans—in fact, everything needed to prepare and cook foods good for children to eat. Here it is that the girls learn to cook, to measure accurately, and to care for their household appliances under the careful guidance of the teacher. They eat their own products and judge them, thus getting right standards.

Let us now go with these girls the following week to the other side of the room, where we find three kitchens, each one just big enough for four girls. These are

materials used and to carry home the products to share with their families. In this way natural prejudices regarding food are broken down and an interchange of the best foods of every nationality are accepted.

While this independent work is done in the small kitchens the teacher is instructing another group of girls at the long table. Thus the groups rotate.

Across the hall is a little home consisting of a living room, kitchen, bedroom, and bath. These apartments are fitted up by the Board of Education with the bare furnishings only. Much interesting work is done to make them reach the highest ideals of good taste, with the

body requirements and to satisfy the eye and appetite by desirable contrasts of flavors, form, color, and texture. Another family is taking care of the bedroom.

The bathroom will be cleaned later by the girl who is taking a bath, permission to take baths having been secured from the parents. Some schools have reported as many as 150 baths taken in a term. Many are the devices in working out the best division of the time allowed for a bath; for instance, one teacher gives the pupil an alarm clock set 15 minutes ahead of the time at which she enters the bath room. When the alarm strikes the girl must have had her bath and be ready to leave the bath room in good order for the one who follows her. By this plan 4 girls are able to take a bath during each class period.

#### *Equipment Purchased with School's Funds*

Interesting and valuable work is planned for outside the apartment. In one of the schools the home-making classes are taking care of the teachers' rooms as a project. With some of the school funds they have purchased charming sets of tables and chairs and curtain material and have made the curtains. Certain girls are delegated each day to see that the rooms are clean.

In some of the older school buildings where no apartment is provided, a classroom has been fitted up in substitution.

In addition to the work described the teachers of home making have assumed responsibility in helping to combat malnutrition among children in the grades. The starting point in this campaign is to give the children a knowledge of the kinds of food to eat and to help them to form correct eating habits and to fix these habits so firmly that they will carry over into adult life. Special nutrition classes are formed and in many schools, once or twice each term, the assembly period is devoted to the presentation of a nutrition program.

#### *Cultivate Taste for Wholesome Foods*

Children from the younger classes are sometimes invited to be guests of the family serving the meal in the apartment, and they are taught not only to eat wholesome food, but to like it.

Stereopticon slides and movie films have been successful in interesting the pupils. The children also present the subject through plays, songs, and speeches.

In a number of instances undernourished children have been formed into groups for special instruction. Generally the principals have arranged the teachers' programs so that they can have these groups during school hours. Where this has not been possible the interested teacher has given her time after school.

To foster interest some groups have taken the form of clubs, as the "health club" or "home-makers club."

Since milk is acknowledged to be one of the most important foods for health and growth, it is made the center around which revolves our nutrition work. It is often necessary to teach the children to like milk, and many ways have been found by which to do this. Mothers who have difficulty in getting their children to drink milk would be delighted to see 1,000 children in one of our public schools where milk was not in favor, happily drinking milk during the morning session, each child being furnished at cost, a half-pint bottle with a straw. Similar milk service is in many schools throughout the city. The cooperation of the principals and grade teachers has made this tremendous piece of work possible. Too much can not be said in praise of the devotion of the home-making teachers to the work of which this is just one part. The progress and success which we see is due both to their suggestions and willingness to work untiringly.

#### *Board of Education Opens Lunch Service*

A number of years ago interest in lunches for school children led to the formation of a committee to study the problem. A lunch service was established in several schools with good results. This was taken over later by the Association for Improving the Condition of the Poor, in Manhattan, and by the Bureau of Charities, in Brooklyn. Interest in child welfare increased so that in January, 1919, the force of public opinion brought about the appropriation of \$50,000 by the Board

of Education for the study of luncheon service and the development of a plan for such service at cost. In January, 1920, another \$50,000 was appropriated and the Board of Education opened lunch service in March of that year.

The educational side is under the direction of the Home-Making Department, which furnishes the menus and recipes. A typical school lunch menu is—

Cocoa or milk.  
Lima beans with tomato sauce.  
Buttered roll.  
Baked apple.

#### *Encourage Interest in Good Home-Making*

In conclusion, if we succeed in our aims to give the girls a concrete knowledge of food; to set up in their minds standards of work and standards by which to judge foods, and if we develop in them skills in general technique; in reading, interpreting, and following a printed recipe; in executing fundamental housekeeping processes; in planning, cooking, and serving meals, then not only will the girls have gained power to do and to cooperate, but we have laid the foundation for a permanent interest in good home making.

With right habits of living established and a love for home and its ideals, with definitely defined ways to enjoy leisure, the girls are equipped for healthy, normal living.

Beyond this, we have tried to have these girls realize that while home is the center it can not be the boundary of their interest and responsibilities, but that each one has a civic duty to the community in which she lives and to all with whom she comes in contact.



Niceties of good table manners are observed

# New Books in Education

By JOHN D. WOLCOTT  
Librarian, Bureau of Education

ANDERSON, LEWIS FLINT. History of manual and industrial school education. New York, London, D. Appleton and company [1926]. xii, 251 p. front. (port.) illus., plates. 12°.

A striking feature of the educational life of the present, according to this book, is the combination in the school of two hitherto separated kinds of instruction and training—namely, the education of the manual laborer and the education of brain workers and members of the leisure class. This change has not been the result of any sudden movement but, on the contrary, has been the subject of discussion, controversy, and experiment during the past 400 years. The author traces the main outlines of the course of this development from its beginning to the present, and shows its connection with the industrial education movement of to-day. Part I of the work is devoted to a general survey of the development of manual and industrial education in Europe, and Part II sketches the history of industrial education in the United States.

BENNETT, CHARLES ALPHEUS. History of manual and industrial education up to 1870. Peoria, Ill., The Manual arts press [1926]. 461 p. illus. 8°.

The results of a large amount of original research undertaken by the author are attractively presented in this volume, which traces the development of manual and industrial education from the period before the renaissance through Francke, Rousseau, Pestalozzi, and Follenberg, school substitutes for apprenticeship, the mechanics' institute movement, and the extension of art education in relation to industry, to the year 1870, giving full quotations from source material by early writers. The work is designed to meet the difficulties which have been noted in leading students to picture an adequate historical background for the present development in manual and industrial education. Such a background, in Professor Bennett's opinion, is essential to an adequate understanding of the present-day problems of public education. The facts are here given so that the reader may draw his own conclusions.

BOOK, WILLIAM F. Learning how to study and work effectively; a contribution to the psychology of personal efficiency. Boston, New York [etc.], Ginn and company [1926]. xviii, 475 p. diags. 12°.

According to this volume, the value of a life and the effectiveness of a man's work depend (1) on the character of his ideals or purposes and plans; (2) on the intensity of his desire for realization of these or on the strength and persistence of his determination to carry them out; (3) on the amount of energy and health at his disposal for their realization; and (4) on the kind and amount of knowledge and skill which he has acquired to aid him in finding the best ways of obtaining them. This treatise gives directions by following which a person may learn to work at all his tasks in the most effective and economical way. It is a text for the use of students in orientation and other similar classes, for teachers in charge of courses in supervised study, and for workers in business and industry who seek to increase their personal efficiency in schools or study clubs. Individuals may also gain in efficiency by availing themselves of the discussions in these pages.

BURNHAM, WILLIAM H. Great teachers and mental health; a study of seven

educational hygienists. New York, London, D. Appleton and company [1926] xiii, 351 p. 12°.

This study of seven great teachers discusses their contributions to education and mental hygiene, not only as found in their teachings, but as exemplified in their own lives. The persons included in the study are Socrates, Jesus, Roger Bacon, Vittorino da Feltre, Trotzendorf, Comenius, and G. Stanley Hall. These great teachers are not only interesting for their personal character and work but are representative of great movements. In the concluding chapters of the volume, lessons from these great careers are drawn for students of education and young teachers.

FREEMAN, FRANK N. Mental tests; their history, principles, and applications. Boston, New York [etc.] Houghton Mifflin company [1926] x, 503 p. tables, diags. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The scope of this book includes all the important types of mental tests, describing intelligence tests, tests of special capacities, and nonintellectual or personality tests. The author shows how the mental test idea was evolved out of the laboratory study of individual differences by psychologists, how the individual and then the group intelligence tests were developed, the application of statistical methods to the interpretation of the results, the creation of the different types of scales, the extension of the mental test idea in new directions, the technique and theory of the tests, the uses of the different types of mental tests, and their reliability, and closes his treatment with two chapters on the interpretation of what the tests really measure and the nature of intelligence itself.

GIDDINGS, THADDEUS P., and others. Music appreciation in the schoolroom. Boston, New York [etc.] Ginn and company [1926] vi, 557 p. illus., music. 8°. (Music education series.)

By Thaddeus P. Giddings, Will Earhart, Ralph L. Baldwin, and Elbridge W. Newton.

Music appreciation, or the understanding and enjoyment of good music, is the aim of music education in the schools. To attain this, actual contact with good music is necessary. In order that pupils may have first-hand knowledge of their subject, the music-appreciation course provides standard music, carefully selected and graded, and presented on phonograph records made especially for use in schools. This volume is a teacher's book to accompany these phonograph records and guide in their use.

HEADLEY, LEAL A. How to study in college. New York, Henry Holt and company [1926] x, 417 p. plates, diags. 8°.

The suggestions presented in this book have been worked out in connection with a course in how to study, which has been given through seven consecutive years to freshmen in Carleton College, Northfield, Minn. While the presentation is designed particularly for college freshmen, it is hoped that it may be helpful to anyone engaged in intellectual work who has not had special instruction in methods of study, and that it may prove of general interest to teachers in schools as well as colleges.

HOLMES, HENRY W., and FOWLER, BURTON P., eds. The path of learning; essays on education. Boston, Little, Brown and company, 1926. x, 488 p. 12°.

The essays collected in this volume mostly appeared in the Atlantic Monthly during the past 15 years. In selecting and editing these essays, the editors have been actuated not only by the wish to preserve this material for the use of students of education, but to organize it for convenient use. The essays group themselves naturally under some seven major headings, which cover a wide range of educational topics. Each group of essays is provided with a brief foreword, the individual essays being followed by a series of problems and biographical notes and selected references are also added, all of which equips the volume as a manual of contemporary educational thought.

INSKEEP, ANNIE DOLMAN. Teaching dull and retarded children. With an introduction by H. B. Wilson, superintendent of schools, Berkeley, Calif. New York, The Macmillan company, 1926. xix, 455 p. 8°.

The suggestions, games, plans, methods, and curriculum content in this book are a record of procedures worked out in actual everyday classroom teaching by the author as specialist in the teaching of atypical children in the schools of Berkeley, Calif.

KILPATRICK, WILLIAM HEARD. Education for a changing civilization. Three lectures delivered on the Luther Laffin Kellogg foundation at Rutgers university, 1926. New York, The Macmillan company, 1926. 143 p. 12°.

A survey of human society shows the fact of change ever becoming more rapid, embracing progress due to the increasing application of tested thought. This situation demands that our institutions in general be adapted to meet new conditions. The present book is one response to the demand, as it aims to call more conscious attention to the demand and to the answering process already under way in the reconstruction of education. The author predicts that the following educational outcomes are to be expected: Our young people must build such dynamic outlook, insight, habits, and attitudes as will enable them to hold their course amid change. They must learn to decide matters wisely for themselves by their own independent judgment, and their elders must in the end renounce any and all claim to sovereignty over them.

PEPPER, NATHANIEL. New schools for older students. New York, The Macmillan company, 1926. 250 p. 8°. (Studies in adult education)

Just at present an increasing tendency is manifesting itself for grown persons, especially in the economically unfavored classes, to endeavor to continue learning while earning a living. In the author's opinion, it is an encouraging sign for American life that some people are now inclined to take time for thought and reflection amid the prevailing haste and materialism of modern affairs, and he predicts that the movement will grow. This is adult education, which, for the purpose of this book, is restricted to so-called cultural education, to the effort to acquire learning for its own sake, for nonutilitarian enrichment. Adult education is not merely an extension of agencies already existing, but is a new form of education with its own principles and technique, still mostly undeveloped. This volume is one of a series based on studies in adult education made for the Carnegie Corporation of New York, and describes and interprets noteworthy activities of the open forum, the institute, individual schools, national associations, corporation programs, museums of art and science, and workers' education.